

LOYOLA MARYMOUNT UNIVERSITY BULLETIN 2013-2014



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 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. 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 primary major or program of study. If these requirements have been modified since the most recent 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.

The University Bulletin 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. 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://bulletin.lmu.edu>.

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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

Introduction

Loyola Marymount University offers rigorous undergraduate, graduate, and professional programs to academically ambitious students committed to lives of meaning and purpose. We benefit from our location in Los Angeles, a dynamic city that brings into sharp focus the issues of our time and provides an ideal context for study, research, creative work,

and active engagement. By intention and philosophy, we invite men and women diverse in talents, interests, and cultural backgrounds to enrich our educational community and advance our mission:

- The encouragement of learning
- The education of the whole person
- The service of faith and the promotion of justice

The University is institutionally committed to Roman Catholicism and takes its fundamental inspiration from the combined heritage of the Jesuits, the Marymount Sisters, and the Sisters of St. Joseph of Orange. This Catholic identity and religious heritage distinguish LMU from other universities and provide touchstones for understanding our three-fold mission.

The Encouragement of Learning

At LMU, the encouragement of learning takes place in the context of an intellectual tradition that:

- Insists on critical thinking and the development of imagination and artistic expression
- Takes philosophical and theological disciplines seriously
- Engages in ethical discourse and embraces the search for values
- Respects the integrity of the individual while at the same time pursuing the common good
- Views the world as sacramental and seeks to find God in all things
- Encourages an integration of knowledge in which "faith and reason bear witness to the unity of all truth" (*Ex Corde Ecclesiae*, 1990, #17)

As a foundation for inquiry and learning, we strive to create an intercultural community and to promote ecumenical and inter-religious dialogue. This means that at LMU the encouragement of learning is a radical commitment to free and honest inquiry—but always with reverence before the mystery of the universe and openness to transcendent reality.

The Education of the Whole Person

With roots in the spiritual humanism of the earliest Jesuit colleges, LMU's pedagogical tradition has an abiding concern for the education of the whole person. Today we understand this as a simultaneous process of information, formation, and transformation. The education of the whole person thus includes these points:

- It encourages personal integration of the student's thinking, feeling, choosing, evolving self. It does this by fostering not only academic and professional development but also physical, social, psychological, moral, cultural, and religious/spiritual growth.
- It promotes formation of character and values, meaning and purpose. As students learn to "read" what is going on in their own lives and in the larger world, they are encouraged to grow in the skills of personal and social literacy needed for responsible citizenship.
- It seeks to develop men and women for others. LMU encourages students, faculty, and staff to identify with those living on the margins of society so that the intellectual inquiry and moral reflection endemic to university life will lead to meaningful work for transformative social change.

The Service of Faith and the Promotion of Justice

We take seriously both parts of this phrase. The service of faith encompasses all those ways in which the University engages its Catholic intellectual, cultural, and religious heritage. These ways include specific courses and academic programs as well as opportunities for worship, faith formation, and spiritual development.

The service of faith also honors the reality of religious pluralism on our campus and embraces inter-faith dialogue in formal and informal contexts. The desired outcome of such encounters moves us beyond tolerance to mutual respect and understanding, deepens appreciation of one's own faith, and creates opportunities for engaging others who share a longing for meaningful lives.

Finally, at LMU we insist that the service of faith is incomplete without the promotion of justice. Together with the University's sponsoring religious orders and the post-Vatican II Church, we believe that participating in the struggle for justice in ways appropriate to our academic community is a requirement—not simply an option—of biblical faith. In this struggle LMU makes common cause with all who share a commitment to local and global justice, whether they are motivated by faith or other noble ideals.

Updated May 2010

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 of Theological Schools
 Association to Advance Collegiate Schools of Business
 California Commission on Teacher Credentialing
 Committee of Bar Examiners of the State Bar of California
 Engineering Accreditation Commission of ABET, www.abet.org
 International Association of Counseling Services
 National Association for the Education of Young Children
 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 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 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

ADMISSION TO THE UNIVERSITY

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 visit <http://admission.lmu.edu> or 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 should complete a unit in each of the following: elementary algebra, geometry, intermediate algebra/trigonometry, and precalculus. 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 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 and the LMU Supplement 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. Advanced Placement students must submit official AP test score results in order to receive college credit. International Baccalaureate students must submit official result of IB Higher Level examinations 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 or at <http://www.collegeboard.org>. Information about ACT may be obtained from the American College Testing Program: ACT Records, P.O. Box 451, Iowa City, IA 52243 or at <http://www.actstudent.org>.
4. Before school begins, all entering students 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 also 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 after all of the required steps in the application process have been completed, according to the following calendar:

- **Fall freshman applicants (Early Notification):** 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 1.
- **Fall semester transfer applicants and all Spring semester candidates:** Notification of acceptance will be sent on a rolling basis.

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 minimum value of \$12,500 per year. 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.

In addition to the Arrupe, Presidential, and Trustee Scholarships, qualified applicants may be selected to receive the LMU Scholarship or LMU Achievement Awards. Further information may be found at <http://financialaid.lmu.edu/prospective/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.

The College of Business Administration explains its transfer policy in its section of the Bulletin.

Transfer admission to Film and Television Production and Recording Arts in the School of Film and Television is limited and restricted to students with freshman or sophomore standing. Students with more than 60 transferable units are not eligible for admission to these programs.

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.

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 minimum score of 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	Number of Semester Hours Awarded	Equivalent LMU Course(s) (outside of the Core curriculum)	Core Requirement Satisfied
Art: History of Art	6	ARHS 200 and 201	
Art: Studio Art—Drawing, General*	6	no specific course	
Art: Studio Art—2D Design*	3	no specific course	
Art: Studio Art—3D Design*	3	no specific course	
Biology	6	no specific course	Nature of Science, Technology, and Math

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 from: Test of English as a Foreign Language, P.O. Box 6151, Princeton, NJ 08541-6151 or at <http://www.ets.org/toefl>. The University's minimum standard for undergraduate admission is 550 (paper-based TOEFL), 213 (computer-based TOEFL), or 80 (Internet-based TOEFL). As an alternative to taking the TOEFL, non-native English speakers may also take the International English Language Testing System (IELTS) which is jointly managed by British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL). Information about this test may be obtained from: <http://www.ielts.org>. The University's minimum standard for undergraduate admission is 6.5.
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.

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.

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.

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.

Chemistry	4	no specific course	Nature of Science, Technology, and Math
Chinese Language and Culture	9	CHIN 101, 102, and 203	
Computer Science A	3	CMSI 185	Nature of Science, Technology, and Math
Computer Science AB	3	CMSI 281	Nature of Science, Technology, and Math
Economics: Macroeconomics	3	ECON 120	Understanding Human Behavior
Economics: Microeconomics	3	ECON 110	Understanding Human Behavior
English Language and Composition	3	ENGL 110	No equivalent
English Literature and Composition	3	ENGL 140	No equivalent
Environmental Science	3	ENVS 101	Nature of Science, Technology, and Math
European History	3	HIST 101	Historical Analysis and Perspectives
French Language**	9	FREN 101, 102, and 203	
French Literature**	9	no specific course	
German Language**	9	GRMN 101, 102, and 203	
Government and Politics: Comparative	3	POLS 155	Understanding Human Behavior
Government and Politics: United States	3	POLS 135	Understanding Human Behavior
History, U.S.	6	HIST 161 and 162	Historical Analysis and Perspectives
Human Geography	3	GEOG 100	Understanding Human Behavior
Latin: Literature	3	no specific course	
Latin: Virgil	3	no specific course	
Mathematics: Calculus AB	4	MATH 131	Quantitative Reasoning
Mathematics: Calculus BC	8	MATH 131 and 132	Quantitative Reasoning
Music Theory***	3	no specific course	
Physics B	8	PHYS 253 and 254	Nature of Science, Technology, and Math
Physics C: Mechanics	4	PHYS 101	Nature of Science, Technology, and Math
Physics C: Electricity and Magnetism	4	PHYS 201	Nature of Science, Technology, and Math
Psychology	3	PSYC 100	Understanding Human Behavior
Spanish Language**	9	SPAN 101, 102, and 203	
Spanish Literature**	9	no specific course	
Statistics	3	MATH 104	Quantitative Reasoning
World History	6	no specific course	

* Credit subject to final review by Art faculty.

** A combined maximum of 9 semester hours of foreign language and/or foreign literature credit may be granted.

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

International Baccalaureate

LMU may award up to 6 semester hours (up to 8 for lab-based science courses) for higher level passes for which a student scores a 5 or above. Not all higher level examinations will yield advanced-standing credit. The IB chart that follows shows IB examinations that have been approved for transfer.

IB Exam	Minimum IB Score Required	Number of Semester Hours Awarded	Equivalent LMU Course(s)
Biology Higher Level	5	6	BIOL 101 and 102
Business and Management Higher Level	5	6	no specific course
Chemistry Higher Level	5	6	no specific core; fulfills Science core for most majors; if minimum score of 6 is attained, 8 semester hours awarded for CHEM 110, 111, 112, and 113 (satisfies CHEM 111 and 114 requirement for engineering majors)
Computer Science Higher Level	5		pending
Economics Higher Level	5	6	ECON 110 and 120; fulfills Social Science core, except for College of Business Administration and elementary teacher preparation majors (Liberal Studies)
English A1 Higher Level	5	6	no specific course; fulfills Literature core for most majors
Foreign Language A1 (non-English) Higher Level	5	6	no specific course
Foreign Language A2 Higher Level	5	6	no specific course
Foreign Language B Higher Level	5	6	no specific course
Geography Higher Level	5	3	GEOG 100; fulfills half Social Science core, except for College of Business Administration and elementary teacher preparation majors (Liberal Studies) and some secondary teacher preparation majors
History 2003 exam Higher Level	5	6	no specific course
History 2003 exam: Islamic Higher Level	5	6	no specific course
History 2010 exam (Rt.1) Higher Level	5	6	no specific course; fulfills Western Civilizations core for most majors
History 2010 exam (Rt. 2) Africa Higher Level	5	6	no specific course; fulfills Contemporary Societies core for most majors
History 2010 exam (Rt. 2) Asia and Oceania Higher Level	5	6	no specific course; fulfills Contemporary Societies core for most majors
History 2010 exam (Rt. 2) Americas Higher Level	5	6	no specific course; fulfills Contemporary Societies core for most majors
History 2010 exam (Rt. 2) Europe and the Middle East Higher Level	5	6	no specific course
Mathematics Higher Level	5	6	MATH 120 and 122; fulfills Math core except for College of Business Administration and elementary teacher preparation majors (Liberal Studies) and some secondary teacher preparation majors
Modern Classical Language Higher Level	5	6	no specific course
Philosophy Higher Level	5	6	no specific course

Physics 2001 exam Higher Level	5	6	no specific course; fulfills Science/Technology core except for elementary teacher preparation majors (Liberal Studies)
Physics 2007 exam Higher Level	5 (6-7 for engineering majors)	8*	Score of 5: No specific course; fulfills Science/Technology core except for elementary teacher preparation majors (Liberal Studies) Score of 6-7: PHYS 253 and 254 Engineering students with IB HL scores of 6-7 need to meet with the Chairperson of Physics to determine if they will receive credit for PHYS 101 and/or 201 courses.
Psychology Higher Level	5	3	PSYC 100; fulfills half Social Science core for most majors
Social and Cultural Anthropology Higher Level	5	6	no specific course; fulfills half Social Science core, except for College of Business Administration and elementary teacher preparation majors (Liberal Studies) and some secondary teacher preparation majors
Theatre Higher Level	5	3	THEA 110; fulfills Creative Arts core requirement for all except Theatre Arts majors and elementary teacher preparation majors (Liberal Studies)
Visual Arts: Option A Higher Level	5	6	no specific course; fulfills the Creative Arts core requirement for all majors except elementary teacher preparation majors (Liberal Studies) and Studio Arts majors
Visual Arts: Option B Higher Level	5	6	no specific course

Note: Students studying for the Bachelor of Arts in Liberal Studies do not follow the regular University Core pattern.

* IB credit does not count for most graduate Health Professions and Dental schools. Students intending to pursue pre-medical studies should fulfill major requirements at LMU.

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 trans-

lated and evaluated by a U.S. transcript evaluation service before the application is considered for admission. For applicants to the Frank R. Seaver College of Science and Engineering, School of Education, School of Film and Television, and Marital and Family Therapy program, a **detailed** transcript evaluation identifying GPA must be submitted with the application.

2. All applicants (including those who received their bachelor's degree from a U.S. college or university) must take the Test of English as a Foreign Language (TOEFL) unless they received a high school diploma 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 100 Internet-based, except for the Frank R. Seaver College of Science and Engineering, which requires a minimum score of 79. 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 Student Health Services. All new students entering the University must show results of a Tuberculin Skin Test given within the last year. 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 Student Health Services.

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

FINANCIAL AID

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. **California residents only:** applications for the Cal Grant must complete the FAFSA and complete Cal Grant GPA Verification Form by the deadline established by the California Student Aid Commission at <http://www.calgrants.org>.

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

Continuing Undergraduates:

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 Application, which is posted as a missing requirement on a student's MYLMU PROWL account after the FAFSA has been completed.

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

Maintaining Eligibility for Financial Aid

Note: Due to a change in federal regulations, LMU's policy regarding maintaining satisfactory academic progress for financial aid has been revised. Please review this information carefully and contact the financial aid office at finaid@lmu.edu if you have any questions.

Satisfactory Academic Progress (SAP)

To be eligible for federal, state, and University financial aid programs, students are required to make satisfactory academic progress. These standards are separate and distinct from the University's Academic Degree Requirements and Policies as stated in the University Bulletin.

These guidelines are in accordance with those required by federal regulations for recipients of federal grant, work, and loan programs, including the Federal Direct 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 LMU tuition benefits who are not receiving any other federal, state, or University funds are not bound by these guidelines. Undergraduate students must:

- maintain a minimum semester and cumulative grade point average of 2.00.
- if enrolled full-time, complete a minimum of 10 semester hours per semester. **Note:** Recipients of Merit scholarships are required to maintain the minimum grade point average stated in their academic scholarship award letter.
- not exceed the maximum timeframe to complete an undergraduate degree, 150% of the required semester hours (120) = 180 semester hours.

Grades

Grades of F, NC, AU, and W do not count in calculating the minimum grade point average. Grades of I (Incomplete) or IP temporarily will not be counted until the final grade is posted. Students must comply with the

General Eligibility

To receive financial aid:

Students must be enrolled in a degree program at Loyola Marymount University. Students working towards a second Bachelor's degree are only eligible for the Federal Subsidized and Unsubsidized Stafford loan programs.

Students must have received a high school diploma or a General Education Development (GED) certificate, or must have passed an independently administered test approved by the U.S. Department of Education, or meet other state standards approved by the U.S. Department of Education.

Students must be enrolled full-time to be eligible for most University-funded financial aid programs. 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 must not owe a refund from any federal grant or loan or be in default on any federal loan. Students required to register with Selective Service must register.

Financial Aid Communications

The Financial Aid Office primarily communicates with students electronically. Students are notified of information regarding their aid application via e-mail and MYLMU, LMU's online portal which provides access to various campus systems.

requirements to convert an incomplete to a permanent grade according to the requirements as stated in the University Bulletin.

Withdrawals

Students who withdraw from all coursework or take a leave of absence and later enroll in a subsequent term retain the SAP status held during their last term of enrollment.

Transfer Student Course Evaluation

Transfer students are evaluated based on the number of units accepted at admission to determine their maximum time frame to receive financial aid.

Repeat Coursework

A student who receives federal financial aid (Title IV funds) must follow Repeat Coursework rules in order to be considered as meeting enrollment requirements for financial aid eligibility and satisfactory academic progress. The federal regulations are listed below:

- A student may repeat a previously passed course once.
- A student may repeat a failed course until the student passes the course.
- A student who passes a course but does not meet the grade requirement established by the college or school may only repeat the course one time.
- A student who earns a passing grade in a course and chooses to retake the course a second time earning a grade of "F" or "W" may not take the course a third time.
- A student may repeat a course as an independent study, special topics, film genre, etc., as long as the subject matter is different for each course and the institution awards new credit each time.

Maximum Time Frame to Complete Degree

Students must complete their degree within 150% of the published credit hours required to graduate. For example, an undergraduate student in a program requiring 120 semester hours to complete must meet all graduation requirements by 180 semester hours.

Satisfactory Academic Progress Review Process

All students receiving financial aid are reviewed for satisfactory academic progress at the end of each term of enrollment.

SAP Warning

Students enrolled for the summer are reviewed after the end of the second summer session. Students failing to meet these requirements for the first time receive a "SAP Warning" Notice. Students are eligible for financial aid for their next term of enrollment while on Warning status.

Financial Aid Probation

If the student does not meet the minimum requirements after their next term of enrollment they are not eligible to receive financial aid. Students may submit a **Satisfactory Academic Progress Appeal** to the Financial Aid Office. This appeal must detail why the student was unable to meet minimum satisfactory academic progress requirements and the steps being taken to meet the minimum requirements and regain eligibility. If the appeal is approved the student is placed on **Financial Aid Probation** for one term. Students who cannot meet the minimum requirements within one term are encouraged to meet with an academic advisor to prepare an academic contract which outlines the terms and period that will allow the student to meet the minimum requirements.

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 known as "**Return of Title IV Aid.**"

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 merit/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 a 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.

Cal Grants are administered by the California Student Aid Commission. All undergraduates 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 a 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://studentaffairs.lmu.edu/activitieservice/studentleadershipdevelopment/studentworkerprogram>.

The Career Services 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 Direct Stafford Loans are a low-interest federal loan for students.

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

Private (Alternative) Loans are loans certified for creditworthy students who complete the application process with a lender of their choice. Alternative loan counseling with the Financial Aid Office is also required.

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

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, Credential, or eligible Certificate Program 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 the Graduate Studies Office 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 in the 500s, 600s, 6000s, and 7000s 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: 12+ semester hours

Half-Time: 6-11 semester hours

Less Than Half-Time: 5-0 semester hours

Pre-Medical Post-Baccalaureate Program

Fall Semester and Spring Semester:

Full-Time: 12+ semester hours

Half-Time: 6-11 semester hours

Less Than Half-Time: 5-0 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 Studies Office, 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://financialaid.lmu.edu> for application information, office hours, contact information, and to review the Frequently Asked Questions.

Financial Aid Communications

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

- MYLMU (<https://my.lmu.edu>)
MYLMU provides students with access to various campus systems, e-mail, registration, billing, forms, and communications.

MYLMU is accessed by a user name and a password that are automatically generated upon acceptance to LMU. For assistance logging into MYLMU, contact the ITS Help Desk at 310.338.7777.

- PROWL (<http://www.lmu.edu/prowl>)
PROWL contains our online student financial aid resource. Using PROWL, students can view their application status, requests for additional information/documentation from the Financial Aid Office, important messages, and their Financial Aid Award.

Satisfactory Academic Progress (SAP) and Financial Aid Probation

To be eligible for federal, state, and University financial aid programs, students are required to make satisfactory academic progress. These standards are separate and distinct from the University's Academic Degree Requirements and Policies as stated in the University Bulletin.

These guidelines are in accordance with those required by federal regulations for recipients of federal grant, work, and loan programs. These standards also apply to state aid or state-funded financial aid programs in accordance with the State of California.

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

Graduate students must:

- maintain a minimum semester and cumulative grade point average of 3.00
- if enrolled full-time, complete a minimum of three (3) semester hours per semester
- not exceed the five (5) year maximum timeframe to complete a graduate degree.

Grades

Grades of F, NC, AU, and W do not count in calculating the minimum grade point average. Grades of I (Incomplete) or IP temporarily will not be counted until the final grade is posted. Students must comply with the requirements to convert an incomplete to a permanent grade according to the requirements as stated in the University Bulletin.

Withdrawals

Students who withdraw from all coursework or take a leave of absence and later enroll in a subsequent term retain the SAP status held during their last term of enrollment.

Repeat Coursework

A student who receives federal financial aid (Title IV funds) must follow Repeat Coursework rules in order to be considered as meeting enrollment requirements for financial aid eligibility and satisfactory academic progress. The federal regulations are listed below:

- A student may repeat a previously passed course once.
- A student may repeat a failed course until the student passes the course.
- A student who passes a course but does not meet the grade requirement established by the college or school may only repeat the course one time.
- A student who earns a passing grade in a course and chooses to retake the course a second time earning a grade of "F" or "W" may not take the course a third time.
- A student may repeat a course as an independent study, special topics, film genre, etc., as long as the subject matter is different for each course and the institution awards new credit each time.

Maximum Timeframe to Complete Program

The normal time allowed for the completion of graduate degree programs is five (5) years. A student who has not completed the degree within five (5) years must request an extension of time. If the extension is granted by the Program Director or Dean of the student's college or school, the student may be required to undertake additional coursework. Some departments have a shorter limit for the completion of the program. A minimum of 30 graduate semester hours (500 and 600 level) and a minimum of 3.0 ("B") cumulative grade point average are necessary to qualify for completion of a program. See individual program descriptions for specific and additional graduation requirements.

Important: The maximum timeframe to complete degree requirements does not override institutional, federal or state financial aid programs that have a maximum period of eligibility. For example, Cal Grant TCP is available for a maximum of one (1) year.

Students should refer to the Academic Degree Requirements and Policies section of the University Bulletin for information on the recommended course load required to complete their degree requirements in five (5) years.

Satisfactory Academic Progress Review Process

All students receiving financial aid are reviewed for satisfactory academic progress at the end of each term of enrollment.

SAP Warning

Students enrolled for the summer are reviewed after the end of the second summer session. Students failing to meet these requirements for the first time receive a "SAP Warning" notice. Students are eligible for financial aid for their next term of enrollment while on Warning status.

Financial Aid Probation

If the student does not meet the minimum requirements after their next term of enrollment they are not eligible to receive financial aid. Students may submit a **Satisfactory Academic Progress Appeal** to the Financial Aid Office. This appeal must detail why the student was unable to meet minimum satisfactory academic progress requirements and the steps being taken to meet the minimum requirements and regain eligibility. If the appeal is approved the student is placed on **Financial Aid Probation** for one term. Students who cannot meet the minimum requirements within one (1) term are encouraged to meet with an academic advisor to prepare an academic contract which outlines the terms and period that will allow the student to meet the minimum requirements.

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 Studies Office

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 Studies Office.

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://financialaid.lmu.edu>.

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

Inquiries about the application and/or selection process should be directed to a program's Graduate Director.

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://financialaid.lmu.edu>.

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.

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 <http://financialaid.lmu.edu> 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://financialaid.lmu.edu>.

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 Direct Loan Programs

Unsubsidized Federal Direct Stafford Loans

All students who complete the FAFSA and meet federal eligibility requirements will be offered an Unsubsidized Federal Direct Stafford loan. This means that the borrower is responsible for the interest from the time the loan is disbursed. While enrolled at least half-time, a borrower may defer interest payments and capitalize the interest.

Subsidized Federal Direct Stafford Loans—program terminated

The Budget Control Act of 2011 eliminated the Subsidized Federal Direct Stafford Loan program for graduate and professional students, effective July 1, 2012. The terms of any Subsidized Stafford Loans that may have been borrowed in prior aid years are not affected.

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 Direct Stafford Loan borrowing limits as determined by the federal government.

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

Federal Direct Graduate and Professional Student PLUS Loan

The Federal Direct Grad PLUS Loan is designed to help bridge the gap between the financial aid a student is awarded and the cost of attendance. In order to apply for the Grad PLUS Loan, borrowers must complete the FAFSA and be creditworthy. Students 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>.

Private (Alternative) Loan Programs

Private 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 Direct Graduate PLUS Loan, **before** considering a private educational loan. The maximum a student may borrow in a private loan is LMU's standard cost of attendance, minus all other financial aid you have received.

All students interested in borrowing a private loan must meet with a financial aid counselor to complete Alternative Loan Counseling.

For more information regarding the loans available to graduate students at LMU, please visit the Financial Aid Office online at <http://financialaid.lmu.edu>.

Federal and State Teacher Loan Forgiveness Programs

Assumption Program Loans for Education (APLE)—program suspended
SPECIAL NOTICE: The 2012-2013 Budget Act did not authorize any new APLE funding, and the program is suspended until further notice.

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

Federal Perkins Loan Cancellation

Borrowers may qualify for cancellation (discharge) of up to 100% of a Federal Perkins Loan if they 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.ecmc.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 their student account at LMU, 7-10 business days from the date payment is requested.

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. Tuition is charged based on primary curricula.

Other fees may exist that are not listed within each heading. Fees are subject to change without notice. Generally, fees are indicated based on enrolled status. The University reserves the right to change, delete, or add to this pricing schedule as deemed appropriate.

For further information, please contact the Controller's Office at 310.338.2711 or at studacct@imu.edu.

The following is information for the 2013-2014 academic year.

Regular Tuition

Undergraduate Full-Time Students (programs of 12 or more semester hours):	
per academic year	\$39,344
per semester	\$19,672
Graduate Tuition per Semester Hour	
Engineering	\$1,050
Engineering Production Management and Systems Engineering Leadership (SELP)	\$1,219
Marital and Family Therapy	\$1,050
MBA/MBA Certificate Program	\$1,219
MBA Alumni Certificate Program	\$1,097
MS in Accounting	\$990
Doctorate School of Education	\$1,309
School of Education	\$1,039
School of Film and Television	\$1,050
All Other Graduate Programs	\$1,004

Special Tuition

Part-Time Undergraduate Students (Semester hour rate for 11 semester hours or less):	
Undergraduate Students per semester hour	\$1,641
Auditors, per semester hour	\$412

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, Huesman, Rosecrans, Sullivan, and Whelan Halls per academic year	\$9,150
McKay Hall double rooms with adjoining baths, per academic year	\$9,520
McCarthy and Rains Halls double rooms with adjoining baths, per academic year	\$9,895
Del Rey North/South Halls per academic year	\$9,150

Housing cost applies to the academic year only. Additional costs may be associated with non-standard living 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	
Fall semester	\$6,193
Spring semester	\$5,227
O'Malley/Leavey IV, V, and VI Apartments	
Fall semester	\$6,464
Spring semester	\$5,456

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	\$4,400
Plan I, per academic year	\$3,400
Plan O, per academic year	\$3,000
Plan N, per academic year	\$2,600

L, I, O, and N plans can be changed only during the third week of classes in Fall. New students only entering in Spring may change their meal plan during the third week of the Spring semester.

Meal plans are managed by the Student Housing Office. Please visit their website: <http://www.imu.edu/housing> for more information.

(These rates are subject to change.)

Other Fees

Accident Insurance Year (mandatory for 7 or more semester hours)	\$162
Admission Application Fee (undergraduate)	\$60 mandatory
Admission Application Fee (graduate)	\$50 mandatory
Commitment Deposit	\$250 mandatory
The commitment deposit is a one-time <u>non-refundable fee</u> 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	\$66 mandatory
Orientation Fee (non-refundable mandatory for entering freshmen and transfers)	
Fall entry	\$225
Spring entry	\$112
Registration Fee, per semester (mandatory) assessed each term to all students	\$64
School of Education Comprehensive Exam Fee	\$300
School of Education ePortfolio (one-time fee)	\$102
School of Education TPA Fee	\$100
Sickness Insurance (mandatory for 7 or more semester hours, unless proof of coverage provided)	\$1,360
Student Activity Fee (mandatory for full-time undergraduates) per academic year	\$190

part-time enrollment	\$8 per semester hour
Student Recreation Facility Fee (mandatory for all full-time undergraduate students, voluntary for all part-time and graduate students)	
per academic year	\$136
per semester	\$68
guests of students	\$5 per visit
Media Fee (mandatory for full-time undergraduates)	\$80
International Student Fee (per semester)	\$51
Parking Fees	
Fall and Spring	\$670
per semester	\$335
Summer only	\$200

Please visit the LMU Parking and Transportation website at <http://www.lmu.edu/parking> for more information.

Miscellaneous Fees

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

Collection Cost	\$100 minimum to a maximum of 40% of the outstanding balance charged to your Student Account and interest up to 10% per year.
Credit by Examination	\$75
Deferred Payment Fee	
5-Month Check Mailing Plan Fee per semester	\$150
5-Month Auto-Deduct Payment Plan Deferred/Company Reimbursement Plan per semester	\$0 \$150
Degree Application Fee	\$145
Directed Teaching Fee, per semester hour:	
Elementary	\$25
Secondary	\$25
Equipment Insurance Fee	\$5
Late Payment Plan Enrollment Fee	\$100
Late Payment Fee (monthly)	\$100
Replacement Charge for OneCards	\$15
Returned Check Charge	\$35
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 registra-

tion. 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.

Housing Status while Enrolled	On Campus	Off Campus, Not with Parents or Relatives	With Parents or Relatives
Tuition and Fees	\$40,036	\$40,036	\$40,036
Average Room and Board	\$13,200	\$11,268	\$4,518
Average Books/Supplies/Misc. Expenses	\$4,964	\$5,877	\$5,985
Total Estimated Cost of Attendance	\$56,200	\$57,181	\$50,539

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

To make a payment or enroll in a payment plan, please visit the Student Accounts Center accessible via MyLMU, PROWL, or through the Student Accounts website: <http://www.lmu.edu/StudentAccounts>. Tuition, fees, and board charges are payable by the semester. **Financial clearance is necessary and subject to Late Financial Fee after the deadline.** Clearance may be obtained from the Office of Student Financial Services 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.

In the event of payment default of non-payment of charges, the account may be submitted to an external collection agency. The student is responsible for the expenses of collection, including, without limitation, reasonable attorney's fees and collection costs. Unpaid accounts are also reported to national credit bureaus.

Sickness Insurance

The annual Sickness Insurance fee of \$1,350 (estimated) is mandatory for students who are taking 7 or more semester hours. Students may waive coverage by completing the online waiver at <http://www.aetnastudenthealth.com>, beginning July. Please visit the Student Accounts website at: <http://www.lmu.edu/StudentAccounts> for specific dates. Students entering for the first time or returning to the University during the Spring 2014 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 the deadline listed on our website.

International (Visa) students must have sickness insurance coverage regardless of the number of semester hours in which they are enrolled.

Please refer to the Aetna Student Health 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.)

Payment Plan Options

Full Payment by Year

This payment plan is only available to undergraduate students and only those undergraduate students who would like to make one payment, in full, for the entire academic year including the Fall and Spring semesters. Payment in full must be received by the published payment deadlines.

Full Payment by Semester

This payment plan is a semester plan open to all students, undergraduate and graduate, who would like to make one payment, in full, for the entire semester minus any incoming financial aid. Students enrolling in this plan will need to pay in full prior to the start of each term by the published payment deadlines.

5 Month—Automatic Checking Deduction

This payment plan is a semester plan open to all students, undergraduate and graduate, who would like to make five monthly payments via automatic deduction from a checking/savings account. Automatic deductions are required for this payment plan. There is no enrollment fee associated with this plan.

5 Month—Check Mailing

This payment plan is a semester plan option to all students, undergraduate and graduate, who would like to make five monthly payments by mail, in-person at the Student Accounts Office, or online through the Student Account Center. This payment plan is subject to a setup fee of \$150.00 per semester, which will be charged once you enroll in the plan.

Company Reimbursement

This plan is a semester payment plan for students whose company will reimburse them for partial or full cost of tuition and mandatory fees. A current company reimbursement authorization letter is required to be submitted in order to enroll in this plan and an enrollment fee of \$150.00 will be charged for deferring payment until the end of the semester. The tuition and fee portion your company does not reimburse is due upon the submission of your authorization letter. The remaining balance is due and payable 30 days from the date semester grades are posted. If you leave employment of the sponsoring company, the balance is due and payable immediately. Sole Proprietor owner students are ineligible for this plan.

Third Party Billing

This payment plan is a semester plan for students whose company pays for partial or full cost of tuition and mandatory fees. LMU bills the company directly for the portion of tuition and fees they will cover after the semester begins. A current voucher/authorization letter is required to be submitted in order to enroll in this plan. For monthly payment options for the uncovered portion of your tuition and fees, please contact the student accounts office.

TFA and PLACE students have mandatory payment plan options in which they must enroll. Students should see their advisor or the Student Accounts Office for more information.

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 Office of the Registrar.

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. 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 2013

Withdrawal %	All Students
100% through	Aug. 30, 2013
90% through	Sep. 5, 2013
70% through	Sep. 12, 2013
50% through	Sep. 20, 2013
25% through	Oct. 18, 2013
0% on or after	Oct. 19, 2013

Spring 2014

Withdrawal %	All Students
100% through	Jan. 17, 2014
90% through	Jan. 23, 2014
70% through	Jan. 30, 2014
50% through	Feb. 10, 2014
25% through	Mar. 11, 2014
0% on or after	Mar. 12, 2014

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, transcript, or access to University records 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

Philosophy and Goals of the Core Curriculum

The University Core reflects the values of its founding and partnering communities—the Society of Jesus (Jesuit), Religious of the Sacred Heart of Mary (Marymount), and the Sisters of St. Joseph of Orange (CSJ). Rooted in the traditional Jesuit emphasis on classics, philosophy, theology, the liberal arts, and faith that does justice, the Core also reflects the Marymount commitment to faith, culture, and the arts. Moreover, the CSJ work for unity and reconciliation pervades the Core's emphasis on integration. The Core encourages students to value learning, and to carry that love of learning into their future lives. Valuing learning has two key components: a distinctively Catholic, humanistic vision of intellectual inquiry as well as the cultivation of particular skills. Both are necessary for students to be thoughtful, critical, and engaged citizens of the world. The Core values and educates the whole person. The LMU University Core therefore emphasizes the formation of students as whole persons, integrated in thinking, feeling, and action. As such, the Core includes intellectual, creative/artistic, and moral development. The Core invites students to analyze their relationship with themselves, others, the world, and God. The Core serves faith by bringing students to a critical and appreciative understanding of religious traditions, and to see the search for God as intrinsic to the human condition. The Core recognizes LMU's special role in creating men and women who will be discerning and active members of diverse communities, local and global. The Core includes the study of ethical theories and moral development, in which students come to recognize the value of acting rightly and using knowledge mindfully in the promotion of justice.

Core Learning Outcomes

Through the LMU Core, students will know...

- ideas concerning the origins and nature of existence—e.g., various accounts of human existence; the existence of God.
- the dominant arguments concerning what is just.
- the prevalent methodologies and traditions for approaching human knowledge.
- theories and models of the physical world.
- the formative influences, dynamics, social impacts, and ethical consequences of scientific and technological development.
- the historical processes that have produced the modern world.
- the intertwined development of western and other world cultures, ideas, institutions, and religions.
- the diversity of human experiences, identities, and interpretations of social life within societies.
- the critical role that power, race, ethnicity, class, religion, gender, and sexuality play in determining social relations.
- the modes of creative expression used to explore and shape culture.

Through the LMU Core, students will be able to...

- engage fundamental questions of faith and justice analytically, critically, and creatively.
- identify, reflect upon, integrate, and apply different arguments to form independent judgments.
- collect, interpret, evaluate, and use evidence to make arguments and produce knowledge.
- apply knowledge and tools from various disciplines in order to identify and address intellectual, ethical, and practical problems of relevance to the contemporary world.
- communicate ideas and arguments through clear writing and speech.
- use quantitative reasoning skills to make informed, analytical decisions.
- identify information needs, locate and access information, and critically evaluate sources.
- collaborate intellectually and creatively with diverse people.

- engage in the creative process and think critically about that process, its products, and its cultural traditions.
- use imagination and informed intuition to ask questions and solve problems.

Through the LMU Core, students will value...

- spirituality and intellectually informed service to a local and global community.
- the experiences, cultures, and traditions of diverse peoples of the world.
- the role of continuing intellectual and creative experience and growth in leading a full life.
- just and ethical behavior in pursuit of a more just world.
- contemplation of questions of ultimate reality.

Developmental Pattern of the Core

The Core moves from Foundations, to Explorations, to Integrations, carefully educating mindful women and men for others. **Foundations courses** introduce students to the intellectual life of LMU; guide them to confront important issues about values, faith, justice, race, gender, sexuality, and culture; and emphasize fundamental communication and reasoning skills. **Exploration courses** build on the skills and knowledge gained in the Foundations courses, refining them through the different disciplinary methods and perspectives of the humanities, arts, natural sciences, and social sciences. **Integrations courses** challenge students to take the skills and knowledge from the Foundations and Explorations courses, as well as their majors, and apply them to interdisciplinary consideration of thematic questions. In addition, **Flagged courses** in writing, oral skills, quantitative reasoning, information literacy, and engaged learning build on and reinforce the skills and critical thinking that students obtain in the Foundations courses.

Summary of the Area Requirements of the University Core Curriculum

Students fulfill One Area Requirement per course. Courses in a student's major may also satisfy Core requirements, so the total number of courses required outside of a student's major will typically be fewer than 13 listed below. Flagged courses will typically be courses that also satisfy other Core or major requirements so they do not add to the total course requirements for most students.

Foundations (Years 1-2)

Students fulfill One Area Requirement per course in each of these Areas:

First Year Seminar (Fall)
Rhetorical Arts (Spring)
Quantitative Reasoning
Theological Inquiry
Philosophical Inquiry
Studies in American Diversity

Explorations (Years 2-3)

Students fulfill One Area Requirement per course in each of these Areas:

Creative Experience
Historical Analysis and Perspectives
Nature of Science, Technology, and Mathematics
Understanding Human Behavior

Integrations (Years 3-4)

Students fulfill One Area Requirement per course in each of these Areas*:

Faith and Reason
Ethics and Justice
Interdisciplinary Connections

Flagged Courses

Writing

2 Flags

Oral Skills	1 Flag
Information Literacy	1 Flag
Quantitative Reasoning**	1 Flag **
Engaged Learning	1 Flag

* Students enrolled in a Bachelor of Science in Engineering or Engineering Physics program are required to take only two Integrations courses: Faith and Reason and Ethics and Justice. For these students, there are a total of 12 required Areas.

** The Quantitative Reasoning Flag is met by the curriculum of the majors in the Frank R. Seaver College of Science and Engineering.

The University Core Curriculum provides a common foundation for every undergraduate student at LMU. The power to develop additional core requirements will reside with Major and Minor programs rather than Colleges and Schools.

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.), Education Specialist (Ed.S.), Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Science (M.S.), Master of Science in Accounting (M.S.A), and Master of Science in Engineering (M.S.E.), as well as to a variety of graduate certificates and credentials.

The Graduate Studies Office is located in University Hall, Suite 1840. 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 1840
Los Angeles, CA 90045-2659

ACADEMIC DEGREES AND PROGRAMS

Bellarmino College of Liberal Arts

Degree	Major	Concentration/Emphasis
B.A.	African American Studies	
B.A.	Asian and Pacific Studies	
B.A.	Chicana/o Studies	
B.A.	Classical Civilization	
B.A.	Classics	
B.A.	Economics	
B.A.	Economics	International
B.A.	English	Literature
B.A.	English	Writing
B.A.	European Studies	
B.A.	French/Francophone Studies	
B.A.	Greek	
B.A.	History	
B.A.	Humanities	See program director for available concentrations.
B.A.	Individualized Studies	
B.A.	Latin	
B.A.	Liberal Studies	See program director for available concentrations.
B.A.	Modern Languages	
B.A.	Philosophy	
B.A.	Political Science	
B.A.	Psychology	
B.A.	Sociology	
B.A.	Spanish	
B.A.	Theology	
B.A.	Urban Studies	
B.A.	Women's Studies	
B.S.	Economics	
M.A.	Bioethics	
M.A.	English	Creative Writing
M.A.	English	Literature
M.A.	English	Rhetoric and Composition
M.A.	Pastoral Theology	
M.A.	Pastoral Theology	Pastoral Leadership
M.A.	Pastoral Theology	Spiritual Direction
M.A.	Philosophy	
M.A.	Theology	
M.A.	Theology	Comparative Theology
M.A.	Yoga Studies	

Minors

African American Studies
 Archaeology
 Asian Pacific American Studies
 Asian and Pacific Studies
 Catholic Studies
 Chicana/o Studies
 Chinese
 Classical Civilization
 Classics
 Economics

English
 English Minor in Journalism
 Environmental Studies
 Ethics
 French
 German
 Greek
 History
 Irish Studies
 Italian
 Jewish Studies
 Latin
 Lay Ministry
 Modern Greek Studies
 Peace Studies
 Philosophy
 Political Science
 Psychology
 Sociology
 Spanish
 Theology
 Women's Studies
Certificates
 Bioethics
 Journalism

College of Business Administration

Degree	Major	Concentration/Emphasis
B.B.A.	Applied Information Management Systems	
B.B.A.	Entrepreneurship	
B.B.A.	Entrepreneurship	Business Law
B.B.A.	Entrepreneurship	International Business
B.B.A.	Finance	
B.B.A.	Finance	Business Law
B.B.A.	Finance	International Business
B.B.A.	Management	
B.B.A.	Management	Business Law
B.B.A.	Management	International Business
B.B.A.	Marketing	
B.B.A.	Marketing	Business Law
B.B.A.	Marketing	International Business
B.S.	Applied Information Management Systems	
B.S.	Applied Information Management Systems	Business Law
B.S.	Applied Information Management Systems	International Business
B.S.A.	Accounting	
B.S.A.	Accounting	Business Law
B.S.A.	Accounting	International Business
M.B.A.	Business Administration	Accounting Decision Systems
M.B.A.	Business Administration	Entrepreneurial Organizations
M.B.A.	Business Administration	Financial Decision Systems
M.B.A.	Business Administration	Human Resource Management
M.B.A.	Business Administration	Information and Decision Sciences
M.B.A.	Business Administration	International Business Systems
M.B.A.	Business Administration	Management and Organizational Behavior
M.B.A.	Business Administration	Marketing Management

M.B.A.	Executive MBA	
M.B.A./M.S.	Systems Engineering Leadership (dual program with Frank R. Seaver College of Science and Engineering)	
M.S.A.	Accounting	Financial Reporting/Audit
M.S.A.	Accounting	Tax
J.D./M.B.A.	J.D./M.B.A. (dual program with Loyola Law School)	

Minors

Accounting
Business Administration

Certificate

International M.B.A. (Graduate Business Administration)

College of Communication and Fine Arts

Degree	Major	Concentration/Emphasis
B.A.	Art History	
B.A.	Communication Studies	
B.A.	Dance	Generalist
B.A.	Dance	Performance
B.A.	Individualized Studies	
B.A.	Music	Choral Conducting (Instrumental)
B.A.	Music	Choral Conducting (Vocal)
B.A.	Music	Instrumental Conducting
B.A.	Music	Instrumental Studies
B.A.	Music	Music History/Literature (Instrumental)
B.A.	Music	Music History/Literature (Vocal)
B.A.	Music	Theory/Composition (Instrumental)
B.A.	Music	Theory/Composition (Vocal)
B.A.	Music	Vocal Studies
B.A.	Music	World Music/Ethnomusicology (Instrumental)
B.A.	Music	World Music/Ethnomusicology (Vocal)
B.A.	Studio Arts	Art Education
B.A.	Studio Arts	Fine Arts
B.A.	Studio Arts	Graphic Design
B.A.	Studio Arts	Individualized Studies
B.A.	Studio Arts	Multimedia Arts
B.A.	Theatre Arts	
M.A.	Marital and Family Therapy	

Minors

Art History
Dance
Music
Studio Arts
Theatre Arts

Frank R. Seaver College of Science and Engineering

Degree	Major	Concentration/Emphasis
B.A.	Biology	
B.A.	Mathematics	
B.S.	Applied Mathematics	
B.S.	Athletic Training	
B.S.	Biochemistry	
B.S.	Biology	
B.S.	Chemistry	
B.S.	Computer Science	
B.S.	Engineering Physics	

B.S.	Environmental Science	
B.S.	Health and Human Sciences	
B.S.	Individualized Studies	
B.S.	Mathematics	
B.S.	Physics	
B.S. in E.	Civil Engineering	
B.S. in E.	Civil Engineering	Environmental Engineering
B.S. in E.	Electrical Engineering	
B.S. in E.	Electrical Engineering	Computer Engineering
B.S. in E.	Mechanical Engineering	
M.A. T.	Mathematics	
M.S.	Environmental Science	
M.S.	Environmental Science	Urban Ecology
M.S.	Computer Science	
M.S. in E.	Civil Engineering	Environmental Engineering
M.S. in E.	Civil Engineering	Water Resources Engineering and Hydrology
M.S. in E.	Electrical Engineering	
M.S. in E.	Mechanical Engineering	
M.S. in E.	Systems Engineering	
M.S. in E.	Systems Engineering	Technical Focus
M.S. in E.	Systems Engineering	Systems Engineering
M.S./M.B.A.	Systems Engineering Leadership (dual degree with the College of Business Administration)	

Minor

- Biochemistry
- Biology
- Chemistry
- Computer Science
- Electrical Engineering
- Environmental Science
- Mathematics
- Mathematics
- Mathematics
- Physics

Concentration

- Applied
- Pure
- Secondary Education

School of Education

Degree	Major	Concentration/Emphasis
M.A.	Bilingual Elementary Education	
M.A.	Bilingual Secondary Education	
M.A.	Catholic Inclusive Education	
M.A.	Catholic School Administration	
M.A.	Counseling	
M.A.	Early Childhood Education	
M.A.	Educational Studies	
M.A.	Educational Psychology	
M.A.	Elementary Education	
M.A.	Guidance and Counseling	
M.A.	Literacy and Language Arts	
M.A.	Reading Instruction	
M.A.	School Administration	
M.A.	School Counseling	
M.A.	Special Education	
M.A.	Teaching English as Second Language	
M.A.	Urban Education	Curriculum, Teaching, and Learning

M.A.	Urban Education	Digital Learning
M.A.	Urban Education	Educational Policy and Administration
M.A.	Urban Education	Language and Culture
M.A.	Urban Education	Literacy
Ed.S.	School Psychology	
Ed.D.	Educational Leadership for Social Justice	

Minors

Bilingual Education
 Elementary Education
 Secondary Education
 Special Education

Credentials

Bilingual Authorization (Spanish and Mandarin - Multiple and Single Subject)
 Elementary Education (Multiple Subject)
 Preliminary Administrative Services
 Professional Administrative Services
 Pupil Personnel Services - School Counseling
 Pupil Personnel Services - School Psychology
 Secondary Education (Single Subject)
 Special Education Level I Mild/Moderate
 2042 Professional Clear

Certificates

Catholic Inclusive Education
 Catholic School Administration
 Charter School/Small Learning Communities Leadership
 Leadership and Equity in English Learner Education
 Reading Specialist

School of Film and Television**Degree**

B.A.	Animation
B.A.	Film and Television Production
B.A.	Individualized Studies
B.A.	Recording Arts
B.A.	Screenwriting
M.F.A.	Feature Film Screenwriting
M.F.A.	Film and Television Production
M.F.A.	Writing and Producing for Television

Major**Minors**

Animation
 Film, Television, and Media Studies
 Screenwriting

ACADEMIC DEGREE REQUIREMENTS AND POLICIES

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.

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.

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

For non-academic matters, all students are governed by the Loyola Marymount University Student Conduct Code found in the Community Standards booklet. The booklet can be found on MYLMU (<http://my.lmu.edu>).

Academic Advising

Students are assigned a faculty academic advisor within their major or college. LMU offers an advising model based on a close student/faculty advisor relationship. This relationship offers assistance to students in achieving educational, career, and personal goals through the use of the full range of institutional resources.

In order to make the best of advising appointments, students are encouraged to become familiar with the degree requirements, coursework within the major, and other information about academic policies. LMU students must be pro-active in understanding the academic requirements, policies, and procedures which affect their studies and path to graduation. Students are further encouraged to come with well-developed questions for the advisor.

As part of the registration process, students meet with their advisors, who may conduct degree audits to assess progress toward completing degree requirements. Exceptions to University policy and changes to established degree coursework must be approved as exceptions by the Chairperson of the Department or Director of the Program and documented on a Petition for CAPP Adjustment (change to the student's degree audit). This form must then be signed by the student's Associate Dean's Office and submitted to the Office of the Registrar.

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 Program

An academic program is a combination of courses and related activities organized for the achievement of specific learning outcomes as defined by the University. This includes programming at the undergraduate and graduate levels and consists of degrees, majors, minors, concentrations, and certificates.

A degree program is an academic program of study leading to a Bachelor's, Master's, or Doctoral degree. All degree programs require a minimum number of semester credit hours in addition to the requirements of the University, College, or School, and the academic major Department. (See Degree Requirements.)

Academic Major

An academic major indicates a particular curriculum which leads to a degree. Students must complete the requirements for a primary academic major, including the University Core Curriculum and college or school requirements, to be eligible for a degree. Requirements for academic majors can be found under the departmental listings in the chapters for each respective college or school. Some academic majors have

concentrations which are a sub-set of a discipline, organized in clusters, or focused courses taken within a major.

Students normally declare a major at the time of application to the University. If a student is unsure about choosing a major, some colleges may allow for an undeclared status within that College. This option is at the discretion of the College or School. Under normal conditions, an undergraduate student has decided on a particular major prior to earning 60 semester hours of credit.

Second Academic Major

Students may declare a second academic major in addition to their primary major by obtaining the approval of the department chair of the major and the Associate Dean in that college. Students in the College of Business Administration may not choose a second academic major within the college.

A second academic major may be earned only while the student is concurrently completing the requirements for the baccalaureate degree in the primary academic major. A student must successfully complete all requirements for the second academic major prior to, or in the same term as, the primary major. A second major may not be granted after a degree has been posted. If a student decides to drop a second academic major, the student must submit a Change of Program to the Office of the Registrar.

Academic Minor

Undergraduate students may declare an academic minor from among the LMU departmental minors. Students who wish to declare an academic minor must obtain the approval of the department chair or program director of the minor and submit a Change of Program to the Office of the Registrar. Some minors may require an application process and are limited based on space available; some may also require the signature of the Associate Dean of the College or School.

To earn an academic minor, a student must complete all requirements of the minor as prescribed either before or at the time of the awarding of the degree in the primary major. Minors may not be earned after the awarding of the primary degree. If a student decides to drop a minor, he or she must submit a Change of Program with the relevant signatures to the Office of the Registrar.

In addition to the requirements of the department of the minor, a student must also meet the following for an academic minor:

1. A minor 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 LMU.
2. A student who declares a minor is held responsible for the academic regulations specified in the Bulletin and in effect at the time the minor is declared. Each department offering a minor program lists specific semester hour requirements.
3. A student must have a minimum cumulative grade point average of C (2.0) for courses taken in the minor program.
4. Courses may not count as fulfilling both a major and minor program, unless both programs require the specific course.

Non-Degree Status

Undergraduate

- Undergraduate non-degree students wishing to take undergraduate courses at the University on a non-degree basis during the fall or spring semester must file an application with the Office of Undergraduate 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 must meet all course requirements for registration and will be allowed to study for a period of no more than three semesters or a total of 18 semester hours, whichever occurs first.
- Non-LMU students and incoming freshmen and transfer students who wish to take undergraduate courses at the Univer-

sity during one or both summer terms must submit an Application for Summer Registration with the Office of the Registrar. Although these students have non-degree status for summer, incoming freshmen and transfer students may apply these courses towards LMU degree requirements. Non-degree students must meet all course requirements for registration; proof of eligibility, such as transcripts or other appropriate documents, may be required.

- Undergraduate non-degree students may register only in courses numbered 100-599, and courses numbered 1000-4999. An undergraduate may not register in the School of Education.
- Admission to the Undergraduate non-degree status does not guarantee admission to undergraduate degree programs or credential recommendation.

Graduate

- Graduate non-degree students wishing to take graduate courses at the University must file an application with the Office of Graduate 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 graduate students may take more than two courses while in the non-degree status; however, only two courses taken in the non-degree status may apply toward a degree or credential. A student should consult the appropriate Graduate Program Director about the applicability of non-degree courses to a degree program. Non-degree students must meet all course requirements for registration; proof of eligibility, such as transcripts or other appropriate documents, may be required. Graduate non-degree students may register for 500-, 600-, 5000-, 6000-, and 7000-numbered courses. Non-degree students must meet all course requirements for registration.
- Admission to the Graduate non-degree status does not guarantee admission to degree candidacy or credential recommendation.

Academic Standing

Good Standing

A student must maintain in each semester the stated minimum cumulative grade point average for each of the requirements in the degree program and may not be on academic probation or subject to disqualification. The calculation of standing is based on all courses taken at LMU:

- Undergraduate students must maintain a C average (2.0) in term, major, program, and cumulative GPA. The calculation is based upon courses taken in Fall and Spring semesters only.
- Graduates must maintain a B average (3.0) in term, major, program, and cumulative GPA. The calculation is based upon courses taken in Fall, Spring, and Summer semesters.

Academic Disqualification

Undergraduate and graduate students are subject to disqualification if, in two consecutive semesters on probation, their term, major or cumulative grade point average on all courses falls below the stated career requirement. The first semester in which an undergraduate or graduate student is placed on probation is the first of the consecutive semesters used to determine the student being subject to disqualification.

- Undergraduate disqualification is based upon two consecutive semesters (Fall or Spring) in which work of less than a grade of C (2.0) average is earned or in which the student fails to meet conditions imposed by the Dean or other academic entity. Summer sessions are not used to calculate if an undergraduate is subject to disqualification.
- Graduate disqualification is based upon two consecutive semesters (Fall, Spring, or Summer Sessions) in which work of less than grade of B (3.0) average is earned or in which the student fails to meet conditions imposed by the Dean or other academic entity. Summer sessions are used to calculate if a graduate student is subject to disqualification.

- Executive MBA Program: a student who receives a failing grade in any of the prescribed courses will be subject to immediate dismissal.

Disqualification terminates a student's relationship with the University for a minimum of one year. 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.

Appeal of Disqualification

- Undergraduate students who wish to appeal a disqualification must submit a written request to the Dean of the College. The decision of the Dean is final.
- Graduate students who wish to appeal a disqualification must submit a request to the Chair, Program Director, or Dean of the student's college or school. If the appeal process cannot be resolved, an impartial three-person faculty panel will be assigned by the Chair of the Graduate Council to review the request. The panel will individually interview the faculty person and the student. After the interviews, review, and discussion, the panel will submit a formal decision to the Chair of the Graduate Council, whose decision will be final.
- Graduate students in the School of Education should appeal directly to the Program Coordinator. If the appeal cannot be resolved, the issue will then be submitted to the Associate Dean, and if necessary, the Dean.

Readmission after Disqualification

Disqualified undergraduate and graduate students are not eligible for readmission to the University until one calendar year has elapsed since the disqualification. Undergraduate and graduate students who wish to return to LMU after disqualification must make an appointment with their Dean. The Dean will determine if a student is eligible to return and either grant or deny permission to seek readmission to the University. If allowed to attend LMU after a disqualification, the student must submit an application for admission through the appropriate Admission Office.

1. 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.
2. A student who has been disqualified a second time may not apply for readmission.

Academic Probation

Undergraduate and graduate students are subject to academic probation if their term, major, program, or cumulative grade point average on all courses taken at LMU is lower than the following:

- Undergraduates: C average (2.0) in term, major, program, or cumulative GPA
- Graduates: B average (3.0) in term, major, program, or cumulative GPA

Academic probation constitutes a serious warning to students that their academic performance is unsatisfactory and continued failure to improve this record may result in being disqualified from the University. Additionally, a student who does not make satisfactory progress in the course of study is subject to probation. Further, the Dean or Director may impose restrictions on students on probation regarding the program of study and their participation in extracurricular activities at LMU.

Attendance

Class attendance expectations and consequences for absences from class are left to the discretion of individual instructors and shall be announced by the faculty member at the first class meeting or listed on the class syllabus. Students are accountable for all course assignments, whether or not the assignments were announced during an absence.

In order for a student to earn academic credit for a course, he/she must be enrolled officially in the course. Students who are not registered in a class are not allowed to attend a course, submit coursework, or take an exam including the final exam.

Change of Academic Major/Concentration/Minor

Undergraduate

Entering freshmen and transfer students are admitted to the University in their academic major of choice at application. A change of academic major or emphasis/concentration in the major within the same school or college may be limited by the availability of space within the requested major and requires the approval of the department chair and the Associate Dean of the College or School.

A student must also be signed out of the current major by obtaining the approval of the department chair of the current major as well as the Associate Dean of the College or School. If a student decides to change an academic minor, he/she must submit a Change of Program to the Office of the Registrar.

Changes in majors, which involve the changing of a School or College, may be limited by the availability of space within the school and/or the specific academic major. Students wishing to change colleges or schools must meet the respective admittance criteria and complete the application process specified by that College or School. The decision of the Associate Dean of the College or School is considered final. Upon acceptance into the new major, emphasis, or minor, the student must submit a completed Change of Program to the Office of the Registrar.

Graduate

Graduate students are admitted to a specific program consisting of a degree and major within a College or School. Graduate students who wish to change a degree program must apply for the new program through Graduate Admissions. A student who wishes to change from one emphasis/concentration to another within a program before completing a degree must request approval from the Program Director. Students must submit a completed Change of Program to the Office of the Registrar.

Change of Address

Students may change their permanent, mailing, and billing addresses through PROWL. Students must update their emergency contact information through PROWL. International students are required to notify the Office of International Students and Scholars if wishing to change their permanent address. The University assumes no responsibility for materials sent through the mail or e-mail not received.

Commencement

Ceremonies

The University grants degrees three times per year: at the end of the Summer (August 31), Fall (December 31), and Spring (May) terms. LMU celebrates its Commencement Ceremonies only at the end of the spring semester.

LMU honors at the Commencement Ceremonies its newest graduates with a celebration of achievement for family and friends. Participation is granted to those students who will be receiving their degrees in one of five terms: the previous Summer and Fall as well as Spring, Summer, and Fall of the Commencement year. Participation in the honorary ceremony does not mean that a degree has been awarded.

Classification of Undergraduate Students

The classification of undergraduate students is determined by the number of semester hours completed at LMU with passing grades and, if applicable, accepted transfer work.

Lower-division students are considered:

- Freshmen if they have satisfied entrance requirements and completed fewer than 30 semester hours
- Sophomores when they have completed at least 30 but fewer than 59 semester hours

Upper-division students are considered:

- Juniors when they have completed at least 60 but fewer than 89 semester hours
- Seniors when they have completed at least 90 semester hours

Concurrent Enrollment

Concurrent term enrollment by LMU degree-seeking undergraduate students at another institution for the purpose of transferring credits is not permitted.

Course Information

Classification of Courses

This section contains a list of symbols for all courses offered at the University.

Undergraduate Courses

- 000-099: Courses offered in this number range do not carry degree-granting credit.
- 100-299: Lower division undergraduate courses with degree-granting credit
- 300-499: Upper division undergraduate courses with 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.
- 1000-2999: College of Business Administration lower division undergraduate courses with degree-granting credit
- 3000-4999: College of Business Administration upper division undergraduate courses with degree-granting credit

Graduate Courses

Only students accepted into the Graduate Division may register for these courses.

- 600-699: Graduate courses with degree-granting credit
- 5000-6999: School of Education graduate courses with degree-granting credit
- 7000-7999: School of Education Doctor of Education courses with degree-granting credit
- 8000: School of Education required course for credential program

Extension Courses

- 800-999: LMU Extension courses. Courses offered in this number range do not carry LMU degree-granting credit.

Course Audit

After the registration period and space permitting, enrolled students may be permitted to register as auditors only for exceptional reasons and with the authorization of the Dean of the college or school of the course. 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. Individuals may not be formally admitted to the University to audit courses only. Enrolled LMU students may not enroll as auditors in a regularly scheduled LMU course through LMU Extension.

Course Challenge

A student may request credit by examination for selected courses provided that the student meets all eligibility requirements of the course. It is the responsibility of the student to arrange for a credit by examination, including a faculty member willing to administer the challenge, as then approved by the course Chairperson and student's Dean. A course may be challenged only once.

Undergraduate

- To challenge an undergraduate course by examination, a student must be regularly enrolled and a full-time student. 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. Students may not 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.

Graduate

- If the student passes the challenge exam, that is equivalent to waiving the course requirement but not the total unit requirement for the degree. MBA students may challenge MBA core courses only during the first semester of enrollment.

Course Load

In a Fall or Spring semester, the normal load for full-time, degree-seeking undergraduate students in good standing from the previous semester is 15-18 semester hours. For summer, undergraduate students in good standing may register for six semester hours per session.

Course Terminology

- Core courses are identified as fulfilling the University Core requirements.
- Major courses are identified as fulfilling the academic major requirements.
- Minor courses are identified as fulfilling the academic minor requirements.
- Elective courses are identified as not fulfilling core, major, or minor requirements, but do fulfill overall semester hours requirements.

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.

Special Studies/Independent Studies/Tutorial Courses

Special Studies

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

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. 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.

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. Freshmen, first-semester transfer students, and part-time undergraduates are not eligible.

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

Tutorials

A course tutorial is an option to register for an LMU course which is not otherwise offered in the term. Students may individually arrange with a faculty member to take the course as a tutorial. The tutorial must be based on an existing LMU course and all arrangements for the tutorial are the responsibility of the student. 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. Approval of the Department Chair and Dean's Office is required.

Degree Requirements

Baccalaureate Degree Requirements

Candidates for an undergraduate degree at Loyola Marymount University must complete all requirements for a bachelor's degree as set forth by the University, their college or school, and academic departments or programs. Failure to understand those requirements does not relieve a student of his or her responsibility.

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

1. For the primary academic major complete a minimum of 120 semester hours, including core curriculum, program requirements, and 45 semester hours of upper-division course work. Certain programs require more than 120 semester hours and are under the appropriate department listings.
2. All courses taken 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. Fulfill the requirements for any declared academic secondary major or primary or secondary minor, including those set forth by the department and/or College or School.
4. Fulfill the academic regulations printed in the Bulletin in effect at the time of entrance or for those in effect in the senior year provided the student maintains continuous enrollment for the length of the degree program. A student who changes his or her program of study subsequent to admission to the University may be held responsible for the academic regulations in effect at the time of the declaration or change. A student who interrupts LMU enrollment for more than two years is subject to the academic regulations in effect in the University Bulletin at the time of readmission.
5. Fulfill the requirements specified in Baccalaureate Graduation Requirements and Degree Conferral

Baccalaureate Graduation Requirements and Degree Conferral

1. The date of degree posted on a student's diploma is the one by which all graduation requirements are completed or documents are submitted—specifically the respective Commencement Weekend dates, August 31, or December 31. These requirements include:
2. Submitting an Application for Degree form to the Office of the Registrar by the stated deadline in the term in which all academic and graduation requirements will have been met. If a student is canceled for graduation in a given term, the student must submit a new Application for Degree form for a subsequent graduation term.
3. The completion of all incomplete work required for the degree prior to the degree date of that term. A grade of Incomplete in a required course at the time of degree posting renders the student ineligible for that degree date.
4. Students who have taken coursework at other institutions must submit an official transcript showing the graded course(s) and transfer course approval form (if not previously submitted) to the Office of the Registrar no later than 30 working days after the end of the LMU semester. The transfer course(s) must be completed in a term which ends prior to the degree date.

Second Baccalaureate Degree Requirements

1. The pursuit of a second baccalaureate degree is not allowed unless a student already possesses an earned B.A. degree prior to commencing the second B.A. program.
2. An LMU student may not be enrolled in a primary degree program and concurrently begin a second BA program.
3. The major program of the second B.A. must be different from the first major.

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

- Already possess an awarded B.A. degree from an accredited institution.
- Complete a minimum of 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 se-

mester hours of upper division work in the major field of study.

- Fulfill the core requirements of the College or School in which the major is offered.
- Satisfy all the requirements for the major.
- Fulfill the requirements specified in the Baccalaureate Graduation Requirements and Degree Conferral.

Graduate Degree Requirements

Candidates for a graduate degree at Loyola Marymount University must complete all requirements for a Master's or Doctoral degree as set forth by the University, their college or school, and academic departments or programs. Failure to understand these requirements does not relieve a student of his or her responsibility. All candidates for a graduate degree at LMU must fulfill the following requirements:

1. For a Master's degree, complete a minimum of 30 graduate semester hours (500 and 600 level) beyond an earned Baccalaureate degree. A minimum B (3.0) cumulative grade point average is necessary to qualify for completion of a program. See individual program descriptions for specific and additional graduation requirements.
2. For a doctoral degree in Education, complete a minimum of 52 graduate semester hours (7000-level courses) beyond an earned Master's degree. A minimum B (3.0) cumulative grade point average is necessary to qualify for completion of a program. See individual program descriptions for specific and additional graduation requirements. The normal time allowed for the completion of graduate degree programs is five years. A student who has not completed the degree within five years must request an extension of time. If the extension is granted by the Dean of the student's college or school, the student may be required to undertake additional coursework. Some departments have a shorter limit for the completion of the program; see individual program descriptions for further information.
3. Fulfill the requirements specified in Graduate Graduation Requirements and Degree Conferral.

Graduate Graduation Requirements and Degree Conferral

1. The date of degree posted on a student's diploma is the one by which all graduation requirements are completed or documents are submitted, specifically the respective Commencement Weekend dates, August 31, or December 31. These requirements include:
2. Submitting a completed Application for Degree to the Office of the Registrar by the stated deadline in the term in which all graduation requirements will have been met. If a student is canceled for graduation in a given term, the student must submit a new Application for Degree for the appropriate graduation term.
3. The completion of all incomplete work required for the degree prior to the degree date of that term. A grade of Incomplete in a required course at the time of graduation renders the student ineligible for that degree date.
4. Students who have taken coursework at other institutions must submit an official transcript showing the graded course(s) and transfer course approval form (if not previously submitted) to the Office of the Registrar no later than 30 working days after the end of the LMU semester. The transfer course(s) must be completed in a term which ends prior to the degree date.

Diplomas

Diplomas are granted and mailed to students who have completed all academic degree requirements and who have no outstanding financial or other obligations to the University. Diplomas not delivered or picked up after three years from the graduation date must be re-ordered by the student.

Double Credit

Undergraduate

- A student may not count a course as fulfilling both a major and minor program, unless both programs require the specific course. A student

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

Graduate

- A student who wishes to enroll for a second Master's degree in the School of Education may apply up to three core courses towards a second Master's degree. For other graduate programs, no more than two courses may be counted toward a second degree upon prior approval from the respective Deans' offices.

Enrollment

Students must be officially registered via PROWL for all classes in accordance with the regulations, procedures, and dates published in the Schedule of Classes and the University Bulletin. Registration is subject to full payment of tuition, room and board charges, and other fees associated with enrollment. The University reserves the right to deny registration to any student for reasonable cause.

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 Status

An undergraduate student enrolled for 12 or more semester hours in a Fall or Spring semester or 6 or more semester hours in a Summer session is considered a full-time student. Students taking fewer than the stated amount above are considered part-time and may not qualify for all University activities and benefits, such as eligibility for financial aid, on-campus housing, and intercollegiate athletic competition.

A graduate student enrolled for 6 or more semester hours in a Fall, Spring, or a single Summer session is considered a full-time student. Graduate students taking fewer than 6 are considered part-time. Doctoral students completing the dissertation are full-time with at least 2 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 and Grading

Credit/No Credit Grading

Undergraduate

Students may take courses which are offered on a Credit/No Credit basis for up to 20% of their total semester hours requirement for graduation. For undergraduate courses, a grade of CR may be given for performance equal to or greater than a grade of "C." A CR/NC course will not affect the grade point average. Courses offered on a CR/NC basis will count toward fulfilling requirements of the academic major, academic minor, or University Core. Courses offered on a graded basis which a student elects to take on a CR/NC basis will NOT fulfill the above requirements.

If a course is offered on a CR/NC basis only and the student wishes to receive a standard grade, the student must petition the instructor for that standard grade before the end of the third week of the semester. After submitting an approved form to the Office of the Registrar requesting CR/NC grading for a course, the student may not rescind the request.

Graduate

Graduates may take courses on a CR/NC basis only with the permission of the Program Director and/or Dean of the College or School.

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.

1. 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. The Office of the Registrar via PROWL issues a grade report to the student at the end of each term.

Undergraduate

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
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 C- or D grade must be offset by higher grades in the same term for students to remain in good academic standing. An F or NC grade yields no semester hour or course credit. Note that a "C-" grade is not a passing grade in courses requiring a minimum grade of "C." A student must maintain a 2.0 GPA in order to remain in good academic standing.

Graduate

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 (no course credit hours earned)
CR	Credit—Equivalent to grade of B or higher
NC	No Credit—Equivalent to grade of B- or lower (No course credit hours earned)
NR	Not reported by instructor
AU	Audit
I	Work incomplete
IP	Work in progress (A grade assigned to the first semester of a scheduled two-semester course. The final grade is posted to the second semester of the course.)
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 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. Graduates may only take courses on a CR/NC basis with approval from the Dean.

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

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.

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

Change of Grade

Grades, once submitted to the Office of the Registrar, are changed only in case of instructor calculation error. An instructor desiring a change of grade must present a written explanation on the Correction of Grade form to the Chairperson and the Dean. If approved, the instructor submits the form to 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.

Incomplete Course Work

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

The student must speak to the professor prior to final exam week to determine if the completed course work meets the minimum requirement for a grade of Incomplete and to discuss what further work is required to complete the course. The professor may or may not agree to the assignment of a grade of Incomplete. If the professor agrees to assign the grade of Incomplete, s/he will enter a grade of "I" on the Final Grade Roster.

The student's deadline for submitting all outstanding coursework for undergraduate level courses is three weeks after the first scheduled class day of the next full semester. Graduate students who received a grade of Incomplete in graduate level courses have one academic year to complete and submit all outstanding coursework, unless an earlier deadline is set by the professor.

An incomplete grade not removed by the deadline will default to an "F" or to the default grade as submitted by the instructor on the Final Grade Roster.

If a student requires an extension to the deadline, the student must petition to obtain an extension to the deadline for removal of the grade of Incomplete. 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 an undergraduate student's record.

Graduate students carrying any grades of Incomplete are not permitted to take a comprehensive examination until all "I" grades have been removed.

Graduate students enrolled in undergraduate level courses and who have received a grade of Incomplete in the undergraduate level course must submit outstanding coursework no later than three weeks after the first scheduled class day of the next full semester.

Mid-Term Deficiencies

Mid-term deficiencies are assigned to students whose work thus far in the semester has been evaluated by the instructor as unsatisfactory. Notifications are sent to undergraduate students who are performing at the level of C- (1.7) or less; to graduates who are performing at the level of B- (2.7) or less. These notices, advisory in nature and sent to the student's LMU e-mail and posted to PROWL prior to the last day to withdraw in a term, are not used in any calculation and do not appear on either the CAPP report or the University transcript. Students who receive a mid-term deficiency are advised to speak to the instructor and/or their advisor.

Graduation Rate

The completion or graduation rate by August 2012 for undergraduate students who entered Loyola Marymount University in Fall 2006 on a full-time basis was 75.0%.

Leave of Absence/Withdrawal

A Leave of Absence may be granted to students who apply for a temporary break from studies for two years or four semesters. Students on a processed Leave retain their admitted status; however, they are not registered and therefore do not have the rights and privileges of registered students. Students on a leave may complete course work for which the grade of Incomplete was submitted in the prior term and must comply with the policies concerning resolving a grade of Incomplete.

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. Students who withdraw are responsible for outstanding financial obligations with the University. Students who used deferred payment plans or student loans during their attendance at the University must clear their financial obligations with the Financial Aid Office and the Student Financial Services Office. Students who have unpaid bills or other unsettled financial obligations with the University will not receive academic transcripts until they have cleared all such obligations.

A student has three options when considering a Leave of Absence or Withdrawal from the University. A Leave or Withdrawal may be taken from a semester which has not yet begun, from a semester already in progress, or at the end of term after final grades have been posted.

1. For a Leave of Absence or Withdrawal in a semester which has not yet begun or before the end of the first week of the term, the student must drop all courses via PROWL. Under these circumstances, no courses will appear on the student transcript.
2. For a Leave of Absence or Withdrawal in a semester which has already begun, the student may request a Leave anytime up through and including the last day in a semester to withdraw as published in the Academic Calendar. The student must withdraw from all courses via PROWL prior to the deadline. Under these circumstances, each course will remain on the student's transcript and receive a grade of W.
3. For a Leave of Absence or Withdrawal in a semester for which final grades have been posted and for the student who has registered in a subsequent semester, see #1 above. For a student who has no subsequent registrations, please request the Leave of Absence or Withdrawal to be in effect at the end of the graded term.

In all cases, the University asks that the student fill out an online form to better help LMU understand which factors influenced the decision.

The official Leave of Absence or Withdrawal date will be after the student has dropped all courses via PROWL and submitted the online form. The course drops and submission of form must be in the Office of the Registrar prior to or on the last day to withdraw. 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 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 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.

Students may be eligible for tuition and fee refunds according to the University's published policy. Students should notify the Financial Aid Office of their intent to leave the University if they are receiving any type of aid, particularly to protect eligibility for certain programs and funds such as Cal Grants. A portion of any refund is returned to the sources of aid.

Withdrawal for Health Reasons

Students may experience an illness, injury, or psychological condition that significantly impairs their ability to function successfully or safely in their role as students. In these instances, time away from the University for treatment and recovery can restore functioning to a level that will enable them to return to the University. The purpose of this policy is to set forth the procedures for student withdrawals from the University for reasons of health and/or safety.

Student may withdraw from a course(s) or the current semester prior to the published deadline and may be eligible for tuition refund according to the published refund scale. A student will receive a grade of W in each course withdrawal.

After the withdrawal deadline, but before the final day of classes, students may withdraw from courses only for medical or psychological reasons. A written General Petition with accompanying documentation from a licensed professional must be submitted to the Office of the Registrar. The documentation from the licensed professional must certify that the student is unable to complete the current semester for medical or psychological reasons and requires an immediate withdrawal from ALL classes. If approved, the Office of the Registrar will withdraw the student from all courses with corresponding grades of W. Students granted a medical withdrawal after the deadline are not eligible for tuition refund.

LMU Honor Code and Process

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

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

Definitions of Academic Dishonesty

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

A. Cheating and Facilitating Cheating

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

B. Plagiarism

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

C. Falsification of Data

1. Presentation of altered or fabricated data, such as lab reports, with the intention of misleading the reader.

2. Presentation of forged signatures as authentic.
 3. Use of false citations, either incorrect or fabricated, including sources found on the Internet.
- D. Unauthorized Access to Computers or Privileged Information
1. Use of University network and/or computer hardware to gain unauthorized access to files, and alteration or other use of those files.
- E. Improper Use of Internet Sites and Resources
1. Inappropriate use of an Internet source, including, but not limited to, submission of a paper, in part or in its entirety, purchased or otherwise obtained via the Internet, and failure to provide proper citation for sources found on the Internet.
- F. Improper Use of Non-Print Media
1. All above standards apply to non-print media.
- G. Group Work—Group and team work are an integral part of the Executive MBA and some other graduate programs. Classmates are encouraged to work with and support each other, as much of the learning results from mutually shared experiences and expertise of classmates. There is a point, however, where students must make their own use of materials and present their own ideas, thoughts, and solutions. Examples where work must be clearly individual include individual papers, exams, and projects. There is a fine line between shared learning and cheating. If the student is unclear between what constitutes group work and what constitutes individual work, it is the student's responsibility to contact the instructor to clarify the ambiguity.
- H. Other Academic Dishonesty
1. Any other means of violating the standards of academic honesty set out above.

Honor Code Process

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

I. Intentional and Unintentional Academic Dishonesty

- a. Notification: Instructors will notify the Student of the suspected act of academic dishonesty. The Student will be given the opportunity to admit, deny, or explain the situation. If the suspected violation of the Honor Code occurs with respect to an assignment that the Instructor has not reviewed until after the class has stopped meeting, the Instructor will send a letter to the permanent address of the Student and keep a copy of the letter. Failure to notify will result in a reasonable extension of the Student's time to appeal, but is not in and of itself a defense to the violation of the Honor Code.
- b. Determination: If the Instructor determines that a violation has occurred, he/she will next determine whether or not the violation was intentional or unintentional. The distinction between intentional and unintentional violations of academic honesty is not based upon the purely subjective intentions of the Student. The question is whether a Student who has carefully read the Honor Code should have understood that his/her action violated the Honor Code and standards of academic honesty.
- c. Unintentional Violation: If the Instructor believes the violation was unintentional, he/she may take any of the following actions:
 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 one Student from the ASLMU Judiciary and two Faculty members for undergraduate students and three faculty members for graduate students.

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 for undergraduate students and three Faculty members for graduate students. 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 Executive Vice President/Provost. The Office of the Executive Vice President/Provost will keep a permanent, confidential record of all proceedings of the Academic Honesty Panel.

Privacy Rights of Students in Education Records (FERPA)

Loyola Marymount University Policy on Confidentiality of Education Records (FERPA Policy)

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA"), is a Federal law which governs student privacy and confidentiality of student education records. Loyola Marymount University ("LMU") recognizes, abides by and enforces the confidentiality of student records under FERPA.

Definitions

For the purposes of this policy, the following definitions apply:

Student – any person who attends or has attended LMU.

Education records – any record (in handwriting, print, tapes, film, electronic, or other medium) maintained by LMU or any agent of LMU which is directly related to a student, except:

A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

An employee record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.

LMU Department of Public Safety records created and maintained by LMU's Department of Public Safety for Department of Public Safety purposes.

Counseling records which are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, acting in his or her professional capacity or assisting in a paraprofessional capacity, used solely in connection with the provision of treatment to the student and not disclosed to anyone other than individuals providing such treatment, so long as the records can be personally reviewed by a physician or other appropriate professional of the student's choice. "Treatment" in this context does not include remedial educational activities or activities which are part of the program of instruction at the institution.

Health records maintained by the Student Health Center, if the records are used only for treatment of a student and made available only to those persons providing the treatment.

Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.

Annual Notification

Current students are notified annually of their rights under the Family Educational Rights and Privacy Act (FERPA) by publication in the University Bulletin and by posts on the LMU website.

Procedure to Inspect Education Records

Students may inspect and review their official academic or other education records (with certain limited exceptions) within 45 days of the day LMU receives the student's written request for access. A student should submit any such request in writing, identifying the record(s) the student wishes to inspect, to the appropriate LMU official or department. LMU will make arrangements for access and notify the student of the time and place where the records may be inspected.

Right of University to Refuse Access

LMU reserves the right to refuse to permit a student to inspect the following records:

The financial statements of third parties.

Letters and statements of recommendation for which the student has waived his or her right of access, or which were created before January 1, 1975.

Records connected with an application to attend LMU, or any LMU program, after acceptance but prior to enrollment, or if that application was denied.

Those records which are excluded from the FERPA definition of education records.

Refusal to Provide Copies

Unless required by FERPA or other law, LMU reserves the right to deny a student's access to academic transcripts or copies of records in any of the following situations:

The student has any unpaid financial obligations to LMU.

There is an unresolved disciplinary action against the student. Copies of disciplinary records will only be made available when a student is unable to come to the office to inspect the record.

Disclosure of Education Records

LMU will disclose information from a student's education record only with the written consent of the student, except:

To school officials who have a legitimate educational interest in the records.

A "school official" is any person employed by LMU in any administrative, supervisory, academic or research, or support staff position (including public safety and health services staff); any person or company with whom LMU has contracted to provide a service to or on behalf of LMU (such as attorneys, auditors or collection agents); any person serving on LMU's Board of Trustees; or any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill the official's professional responsibilities.

To officials of another school, upon request, in which a student seeks or intends to enroll. A reasonable attempt will be made to notify the student prior to the release of such records.

To certain officials of the U.S. Department of Education, the Controller General, Attorney General, and the state and local educational authorities, in connection with certain state or federally supported education programs.

In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid. Parents' financial information, including statements submitted in connection with financial aid applications, is excluded from inspection.

If required by a state law requiring disclosure that was adopted before November 19, 1974.

To organizations conducting certain studies for or on behalf of the university.

To accrediting organizations to carry out their functions.

To parents of a dependent student, as defined in the Internal Revenue Code. The parents must provide a copy of their most recent federal income tax return establishing the student's dependency. Full rights under the act shall be given to either parent, unless LMU has been provided with evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes those rights. LMU does not have an obligation to disclose any financial information about one parent to another. If a parent claims a student as a dependent and does not want his/her financial information disclosed to his/her spouse or former spouse, the parent may make that request to the institution.

To comply with a judicial order or a lawfully issued subpoena.

To appropriate parties in a health or safety emergency.

To an alleged victim of a sexual assault of the final results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime or offense.

To courts for a legal proceeding brought by a parent or student against the university or by the university against a parent or student.

To parents and legal guardians of students under age 21 if the student violated LMU policies, state or federal laws relating to the use or possession of alcohol or a controlled substance.

To the public the final results of a disciplinary proceeding only if it has been determined that:

the student is an alleged perpetrator of a crime of violence or non-forcible sex offense; and

the student has committed a violation of the university's rules with respect to the allegation.

To state and local juvenile justice systems or their officials.

If designated as "Directory Information."

Directory Information

LMU is permitted under provisions of FERPA to release "Directory Information" upon request to anyone within the LMU community and to the general public without a student's consent. Students who wish to have their directory information withheld must notify the Office of the Registrar in writing each semester by the close of official registration. (Please note that such withhold notification will prevent LMU from providing your directory information to friends, prospective employers, organizations and others with whom a student may wish to share such information, so a student should make any withhold notification carefully.)

Directory Information consists of a student's:

Name

Address(es)

E-mail address(es)

Telephone numbers

Date and place of birth

Major field of study

Enrollment status

Dates of attendance

Anticipated degree and degree date

Degrees, honors and awards received

Participation in officially recognized activities

Weight and height of members of athletic teams

A student's personal identifier used by the student for purposes of accessing or communicating in electronic systems

Most recent educational institution attended

Photograph

Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. A student should submit any such request to LMU in writing, clearly identifying the records that the student believes are inaccurate and specifying the reasons the student believes them to be inaccurate. LMU will notify the student of its decision, and if the decision is negative, of the student's right to a hearing regarding his or her request for amendment. Additional information regarding the hearing procedures will be provided at that time.

Notice of Student Rights with Respect to Education Records (FERPA)

The Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) ("FERPA") affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records (with certain limited exceptions) within 45 days of the day LMU receives the student's written request for access. A student should submit any such request in writing, identifying the record(s) the student wishes to inspect, to the appropriate LMU official or department. LMU will make arrangements for access and notify the student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the student believes to be inaccurate. A student should submit any such request to LMU in writing, clearly identifying the records that the student believes are inaccurate and specifying the reasons the student believes them to be inaccurate. LMU will notify the student of its decision, and if the decision is negative, of the student's right to a hearing regarding his or her request for amendment. Additional information regarding the hearing procedures will be provided at that time.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One such exception permits disclosure to "school officials" with "legitimate educational interests" without a student's consent. A "school official" is any person employed by LMU in any administrative, supervisory, academic or research, or support staff position (including public safety and health services staff); any person or company with whom LMU has contracted to provide a service to or on behalf of LMU (such as attorneys, auditors, or collection agents); any person serving on LMU's Board of Trustees; or any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill the official's professional responsibilities.

Another such exception permits LMU to disclose a student's "directory information," consisting of a student's name, address(es), e-mail address(es), telephone numbers, major field of study, enrollment status, dates of attendance, anticipated degree and degree date, degrees, honors and awards received, participation in officially recognized activities; a

student's personal identifier used by the student for purposes of accessing or communicating in electronic systems; most recent educational institution attended; and photograph, to anyone within the LMU community and to the general public. Students who wish to have their directory information withheld must notify the Office of the Registrar in writing each semester by the close of official registration. (Please note that such withhold notification will prevent LMU from providing your directory information to friends, prospective employers, organizations and others with whom a student may wish to share such information, so a student should make any withhold notification carefully.)

Upon request, LMU also discloses education records without consent to officials of another school in which a student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

Information on other exceptions to FERPA's requirements is available through the Office of the Registrar.

(4) The right to file a complaint with the U.S. Department of Education concerning LMU's compliance with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

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 in and posted to PROWL. The student's official academic program consists of the courses in which the student is enrolled at the close of official registration.

Students register for classes via PROWL during the times assigned by the Office of the Registrar. Through the first week of each term, students may register or change their registration schedule by adding and dropping classes without a grade of "W" in accordance with the procedures established by the Office of the Registrar. Registration for a term or registration changes are not accepted after the last day of the registration period.

Students may withdraw from a course (and receive a grade of 'W') until the date published in the Schedule of Classes. Students who do not complete a course and/or do not withdraw from a class in accordance with the required procedures will receive an appropriate grade in the class as assigned by the instructor.

LMU does not allow a student who is not registered for a course to attend the class. Registration must be completed in accordance with the regulations, procedures, and dates in the Schedule of Classes. Sitting in a class or obtaining an instructor's signature on a petition form does not constitute enrollment.

The University does not remove courses for those students who stop attending a course. It is the sole responsibility of the student to ensure that his/her class schedule is correct, including dropping or withdrawing from any courses prior to the respective deadlines in the semester. Failure to withdraw officially from a course will result in a grade of "F" or other as assigned by the instructor.

Registration Restrictions

Courses may have registration restrictions, and students wishing to register for these courses must have met the criteria of the restriction. Restrictions and other registration considerations are enforced in PROWL and are identifiable in the Schedule of Classes.

Students who have not earned 60 units, including transfer credit, may not enroll in upper-division courses without the approval of the instructor and the chair of the department of the course. This restriction does not apply to upper-division foreign language courses for which a student has demonstrated sufficient proficiency.

Any holds on the student's record for academic, financial, student conduct, or other reasons may inhibit eligibility for registration. A student is not considered registered until official clearance has been obtained from Student Accounts and successful registration through PROWL has been processed by the Office of the Registrar.

Repeat Courses

Certain courses such as special studies and performance courses are repeatable for credit. Please consult the Bulletin and your advisor in order to confirm that a given course may be repeatable for credit.

Students may repeat a non-repeatable LMU course once, including withdrawals, in order to improve academic performance in that course. The prior occurrence is excluded from the cumulative grade point average and earned hours but remains on the transcript. The grade of the latest occurrence of the repeated course will be the one calculated into the GPA and earned hours. The third and final time a course is taken requires approval from the Dean.

- A repeat course must be taken on the same grade basis as the original occurrence. A course taken for a grade may only be excluded by the same course with a grade. Similarly, a course taken on a CR/NC basis may only be excluded by the same course taken on a CR/NC basis.
- Undergraduate 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 and the Dean.
- 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.

Unit Overload

Undergraduate students are limited to enrolling in a maximum of 17 semester hours up until the third week prior to the first week of classes. Beginning the third week prior to classes and running through the first week of the term, undergraduate students are eligible to enroll in 18 or more semester hours with the approval of their Dean's Office.

In order for an undergraduate student to enroll in 19 or more semester hours, the following criteria must be met:

1. A 3.50 overall GPA
2. A minimum of 15 semester hours completed during the prior full semester
3. A General Petition to adjust hours signed by the Associate Dean's office and submitted to the Office of the Registrar.

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

Transcripts

Transcripts show all Loyola Marymount University work completed as of the date of the transcript request. Work in progress is noted on 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. Official transcripts of courses taken at the University are issued only with the permission of the student concerned. Unofficial or partial transcripts are not issued.

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 and Articulation

Credit for work completed at institutions accredited by one of the six regional associations of the Accrediting Commission for Senior Colleges and Universities may generally be accepted toward the satisfaction of degree and credential requirements at Loyola Marymount University.

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. A foreign credentials evaluation may be required. International transcripts submitted without appropriate evaluations may not be considered for eligible transfer work to LMU.

Articulation

The articulation services at LMU help undergraduate students to identify courses completed at other academic institutions that are transferable to LMU degree programs. Courses taken at other academic institutions may fulfill University core requirements, Program (academic major/minor) requirements or transfer in as electives. LMU has established articulation agreements with its major feeder community colleges.

View these transfer agreements on the Registrar's website, and click on "Transfer Agreements."

Graduate students should consult their Dean's Office in their College or School.

Transfer Grades

Only LMU semester hour value is granted to transfer courses. LMU does not list grades from transfer courses nor does it use those grades in calculation of the LMU GPA.

Transfer Work

Undergraduate

Any undergraduate student regularly enrolled as a degree candidate who elects to take courses at a college or university other than Loyola Marymount University must obtain a Transfer Course Approval form signed by the Associate Dean of the student's College or School prior to enrollment in such courses and submit it to the Office of the Registrar. Courses taken without this approval may not be counted toward the degree. Entering transfer students generally receive credit after admission to LMU for courses from other colleges and universities.

Approved undergraduate courses with a grade of C (2.0) or higher may be counted for LMU credit. Credit will not be accepted for courses which

1. Are taken at colleges not accredited, trade schools, extension programs, or correspondence programs or have been identified as being remedial or in other ways as being non-transferable.
2. Are taken on a CR/NC or Pass/Fail basis where the CR or Pass grade is not equivalent to a grade of C or higher.
3. Are identified as duplicates to course work already completed (excludes courses that may be taken multiple times for degree credit).
4. Exceed the limitations of resident requirements.
5. Exceed the 60 semester hour maximum allowed for undergraduate course work from community colleges, or exceed the 90 semester hour maximum allowed for undergraduate course work from four-year institutions.

Graduate Transfer Work

At the time of admission to a program, and if approved by his/her Department, Program Director, and/or Dean of the student's college or school, a student may transfer a maximum of two applicable courses of approved graduate credit, six (6) semester units total, from an accredited institution for work completed no more than five years ago.

1. A course credit may be transferred when the grade received was at least a "B" (3.0), and if taken on a CR/NC or Pass/Fail basis, where the CR or Pass grade is equivalent to a grade of B (3.0) or higher.
2. If a course was used to satisfy a degree requirement, it usually cannot be used for transfer credit, with the exception of core or prerequisite requirements.

VA Certification

Students must apply for educational benefits through the Department of Veterans Affairs. Qualified students will receive from the VA a Certificate of Eligibility indicating the educational benefits to which they are entitled. Once committed to LMU and registered in classes, students must submit their Certificate of Eligibility to the Office of the Registrar for enrollment certification processing. Enrollment certification will be performed prior to each semester of enrollment until the University is notified that benefits have been exhausted or the student is no longer enrolled at LMU.

The Office of the Registrar acts as liaison between the student and the Veterans Administration. Any student eligible to receive educational benefits under one of the various Veterans Administration programs must, at the beginning of each term for which he or she is registered, complete and/or submit the appropriate application for certification of

educational benefits. Information or consultation regarding Veterans educational benefits is available at any time during regular office hours. For more information regarding how to apply for Veterans' educational benefits, visit <http://www.lmu.edu/about/services/registrar/records.htm> and select Veteran Student Resources.

LMU participates in the Yellow Ribbon Program; which is a Post-9/11 GI Bill enhancement program for students who qualify for 100% of the Post-9/11 GI Bill. This program allows institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that may exceed the higher of the actual tuition and fees for a private school. The number of student sponsored for Yellow Ribbon Program benefits is limited. For additional information on this and other Chapter financial considerations, please see the Financial Aid website.

Federal Law requires that educational assistance benefits to Veterans and other eligible persons be discontinued when the student ceases to make satisfactory progress toward their degree objective. Individuals who qualify, and wish to receive veterans' educational benefits, must meet the published academic standards and requirements of the university in order to be certified for Veterans educational benefits.

ACADEMIC PROGRAMS AND SERVICES

Programs

The University Honors Program

Created in 1958, the University Honors Program at Loyola Marymount University seeks to offer an intellectually creative and rigorous academic community for outstanding students. Not housed inside of any given college or school, the University Honors Program is an interdisciplinary set of courses and activities designed to create life-long love of learning and the intellectual habits required to serve others. Although academic excellence is the hallmark of the program, the University Honors Program is equally committed to the education of the whole person, the service of faith, and the promotion of justice.

Students in the University Honors Program do not take the regular University Core courses. Instead, they participate in a series of interdisciplinary seminars that challenge as well as inform, ask hard questions as well as examine tested solutions, and create new solutions as well as ponder the implications of such solutions. Drawing from faculty from across the University, the University Honors Program provides a creative, demanding, and integrated curriculum for academically excellent students who are seeking a rigorous, multidisciplinary course of study to accompany their major(s) and minor(s).

The University Honors Program also offers co-curricular and extra-curricular activities and events, including "The University Honors Program Presents," a multidisciplinary, campus-wide lecture series featuring speakers and performers from Southern California and the nation. The Honors Summit is a retreat held at the beginning of the academic year that allows Honors students to get to know each other and learn about the program.

The University Honors Program is open to students from any school or college of Loyola Marymount University, regardless of major. The Program is administered by the Honors Director, the Honors Associate Director, and the Honors Program Supervisor with the assistance of the Honors Advisory Council. Faculty members of all disciplines are encouraged to be involved with the University Honors Program.

Students in the University Honors Program must maintain a 3.50 cumulative GPA and attend a majority of Honors-sponsored events in order to continue in the program. Graduating students receive an Honors medalion to be worn with their academic regalia at Commencement, which is of lasting personal, professional, and academic value.

Admission to the University Honors Program is open to all incoming and current first year students. The program is interested in students who display a sense of academic adventure, high motivation, academic rigor, personal responsibility, social awareness, and the constant pursuit of excellence. Incoming first year students must complete a special University Honors Program application (in addition to their application for admission to Loyola Marymount). Current first year students must schedule an interview with the Honors Director, presenting a writing sample from a class taken at Loyola Marymount and a letter of recommendation from a faculty member. Only a limited number of students who apply will be invited to join the University Honors Program. Application materials are available at <http://www.lmu.edu/honors>.

Further details on requirements are continued under "University Honors Program on page 49" 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 and normally requires two to four years to complete. 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.

Post-Baccalaureate Premedical Program

The Loyola Marymount University Post-Baccalaureate Premedical Program is for those who received a bachelor's degree from an accredited four-year institution in an unrelated field, and have completed less than four of the prerequisite courses for admission to medical or dental school. A minimum undergraduate GPA of 3.2 is required to qualify for the program. The ideal candidate 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 or dentistry.

The program is designed to prepare students for the challenges of medical and dental school by offering intensive, full-time study in the classroom and in the community over a 13-month period. The program enrollment is set at 14-16 students to give individual attention, support, advising, and resources that meet students' needs.

LMU offers a structured and comprehensive curriculum that gives students the opportunity to prepare for the MCAT or DAT in five terms.

To remain in the program, students will need to successfully complete a full-time load (minimum 12 semester hours Fall and Spring semesters, and 6 semester hours in two 6-week Summer sessions) and maintain a minimum of 3.2 term GPA.

Individuals interested in applying to this program should check the program website for application materials and timeline: <http://cse.lmu.edu/programs/hpao/pre-medicalpost-baccalaureateprogram>.

For questions about the program, please send an e-mail to prehealth@lmu.edu.

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 Prelaw Advisor. The Prelaw 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; 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

Established in 1989, the Center for Religion and Spirituality is one of Loyola Marymount's two interdisciplinary centers, and an embodiment of the University's commitment to serve the Archdiocese of Los Angeles, neighboring dioceses, and religious communities throughout Southern California. The purpose of the Center is to provide educational opportunities for adult learners, which strengthen their religious and spiritual formation as ministers, educators, and leaders who are committed to the pursuit of service and justice in their own communities. In collaboration with University faculty, the local Church, and religious leaders, the Center carries out this purpose in three ways: Continuing education in theology, religion, and spirituality with an emphasis on pastoral leadership; theological research that is interdisciplinary, intercultural, and interreligious; and outreach to individual parishes, religious institutions, and faith-based organizations. The Center for Religion and Spirituality is located in University Hall, Suite 1863 and can be found on the web at <http://extension.lmu.edu/crs>.

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.

Study Abroad

Semester Study Abroad Models

Semester programming listed as "featured" indicates federal, state, and institutional aid travels with the student.

LMU Semester Programs (Featured Programming)

LMU Semester Study Abroad programs provide unparalleled opportunities to learn in a distinctive setting, experience a new culture and become a global citizen. Spending three to four months abroad is the perfect way to really get to know a new city, a new country and potentially a new language. Students will study with LMU classmates and learn from LMU faculty and local instructors. LMU semester programs offer a range of core and specialized courses, for which you will earn LMU credit and grades. All courses are taught in English with the exception or foreign language courses.

Students apply for the program one semester before they would like to participate, register for courses via PROWL, pay LMU tuition and program fee, and keep their financial aid package including any grants and scholarships already awarded. A comprehensive list of LMU semester programming can be found on the LMU study abroad website.

LMU Exchange Programs (Featured Programming)

Exchange programs allow LMU students to spend a semester studying at carefully selected institutions of higher education around the world. An exchange program is an exceptional opportunity to enhance your college experience and become fully immersed in another culture. LMU students live and study with students from the host country. Academically, they will be challenged by learning a new language, if they choose, or exploring an array of unique course offerings that count as transfer credit toward their LMU degree. In order for transfer work to be eligible for LMU credit, a course must be passed with a grade of "C" or higher.

Students apply for the program one semester before they would like to participate, pay LMU tuition, and keep their financial package including any grants and scholarships already awarded. Housing and Board costs vary by location and are paid directly to the host institution. At most institutions, LMU students take courses taught in English as well as any applicable foreign language courses. Exchange Programs in Spanish speaking countries require that students have an intermediate level of Spanish, as they will take classes taught in Spanish as well as any available courses taught in English. A comprehensive list of reciprocal exchange programming can be found on the LMU study abroad website.

Other Featured Programming

Loyola Marymount University highlights other programming offered by other US or international institutions. One such organization is the Association of Jesuit Colleges and Universities, which has a common mission and belief in the development of the whole person and a commitment to social justice, service and leadership development. The LMU Study Abroad Office offers several AJCU semester study abroad programs, which have been selected to meet LMU standards. In order for transfer work to be eligible for LMU credit, a course must be passed with a grade of "C" or higher.

Students apply for the program one semester before they would like to participate, pay LMU tuition and program fee, and keep their financial package including any grants and scholarships already awarded. A comprehensive list of other featured programming can be found on the LMU study abroad website.

Non-LMU Study Abroad Programs

A list of other academically approved programs may be found on the Study Abroad website. If a student chooses to study abroad in one of the approved programs, he or she must follow the administrative procedures

below in order to receive prior approval. In order for transfer work to be eligible for LMU credit, a course must be passed with a grade of "C" or higher. Schedule an advising appointment with the Study Abroad Advisor who advises for Non-LMU programs.

- In addition to the host institution application materials a student must submit directly to the host institution, he or she must complete an LMU Study Abroad Application by the deadline. Students will go through the Study Abroad Transfer of Credit Approval (TCA) process to determine how the courses will transfer towards their degree as part of their LMU Study Abroad Application.
- Students are strongly encouraged to speak with their departmental advisor about their study abroad plans and discuss how they fit with their academic plan.
- Students who do not complete the above full administrative procedure starting with the Study Abroad office will not be approved to receive academic credit for their Study Abroad program.

Summer Semester Study Abroad Models

LMU Summer Programs

LMU Summer Study Abroad programs, typically four to five weeks, provide a rich academic experience complemented by short cultural excursions. Students can take core and specialized courses for which they will receive LMU credit and grades. Each program is led by LMU faculty members whose expertise in the country and subject matter give a lasting perspective of the host country and provide a strong academic foundation.

Students apply for the program through the Study Abroad Office, register for courses via PROWL and pay for the program cost via the Student Account Center. A comprehensive list of programming can be found on the LMU study abroad website.

Non-LMU Summer Programs

Non-LMU Summer Study Abroad programs, typically four to five weeks, provide a rich academic experience complemented by short cultural excursions. The LMU study abroad office has selected a small number of non-LMU summer programs to highlight and offer to our students in conjunction with our own programming. In order for transfer work to be eligible for LMU credit, a course must be passed with a grade of "C" or higher.

Students apply for the program through the Study Abroad Office and pay for the program cost as indicated on the LMU study abroad website, via the Student Account Center. A comprehensive list of programming can be found on the LMU study abroad website.

Study Abroad Administrative Procedures and Forms

Study Abroad Transfer Course Approval Form

The Study Abroad Transfer Course approval form is used for all study abroad programming models aside from the full LMU semester or summer programs. The Study Abroad Transfer Course Approval (SATCA) form is part of the application process for study abroad. In order for transfer work to be eligible for LMU credit, a course must be passed with a grade of "C" or higher.

Students who wish to receive transfer credit towards their degree must:

- Complete a Study Abroad Transfer course approval form listing all courses. If you are taking courses which are part of your academic major program, you must obtain the approval of the Department Chair for each course. Take the approved form to your Dean's Office for approval and then submit it to the Study Abroad Office for further processing.
- Courses which have not received prior approval on the SATCA form generally do not earn LMU credit. Students seeking to transfer credit from overseas program experiences that does not follow the full pre-approval process may find that credit is not transferable.
- 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. Work completed at institutions which do not have official recognition by the Ministry or Department of Education of that country are not eligible for transfer.
- Order an official transcript from the University attended and have it sent directly to the LMU Registrar's Office. LMU course credit will not be granted without an official transcript.

Study Abroad Petitions

Students who would like participate in a semester program that is not pre-approved must petition the Study Abroad Office for a one-time program approval. This process must be started at least one year before the study abroad semester. Students wishing to petition for summer programming must submit a similar petition by March 1 in advance of any non-LMU summer program of that same year. Students must demonstrate a compelling academic reason to attend and follow the full administrative procedure starting with the Study Abroad Office. The petition must be pre-approved by the Study Abroad Office, the student's Associate Dean and the institution accreditation must be verified and approved by the Office of the Registrar.

The Study Abroad Office strongly recommends that the full administrative petition process be completed before the student makes any payment to a non-approved program.

For more information regarding Study Abroad opportunities, please consult the Study Abroad website (<http://www.lmu.edu/studyabroad>) or contact the Director of Study Abroad, Jack Hobson, at calvin.hobson@lmu.edu, 310.338.1973.

Other University Services

Academic Resource Center

The Academic Resource Center, located on the second floor of Daum Hall, is LMU's tutoring and writing center. Students, faculty, and staff can enlist the help of student tutors and professional staff to enhance the learning process and to plan for academic success. Peer tutors work with students one-on-one or in small groups discussing course concepts, reviewing class notes, and preparing for exams. Writing tutors provide assistance with papers across the curriculum. The professional staff also work with faculty and academic departments to enhance student success for requested courses. For additional information on ARC services, please call 310.338.2847 or visit http://www.lmu.edu/academics/Academic_Support_Services/arc.htm.

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.)

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. Us-

ing 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 provides specialized assistance and resources that enable students with documented physical, perceptual, learning, ADD/ADHD, psychiatric disabilities and students on the autism spectrum to achieve maximum independence while pursuing their educational goals. Services are offered to students who have established documented disabilities under federal and state law. Staff specialists constantly interact with all areas of the University to eliminate physical and attitudinal barriers. Please visit our website for more details: <http://www.lmu.edu/dss/> or contact us at 310.338.4216. Please note that all information is confidential.

Orientation

The Freshman 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 incoming freshmen are required to participate in the program. For additional information, please contact the Orientation office at 310.338.7429 or orientation@lmu.edu.

The Transfer Orientation Program is the best way to acclimate to life at LMU. Orientation helps students become familiar with their new campus, learn about student life, and introduce them to current and other new students as well as helpful and friendly faculty and staff. Some of the activities that take place at orientation include: opportunities to meet faculty and discuss questions about the University; introductions to LMU's wide-ranging events, clubs, and organizations; discussions with current students about various involvement opportunities on campus; and a chance to speak with representatives from all administration areas (Registrar, One Card, Financial Aid, etc.). For additional information regarding Transfer Orientation, please contact the Transfer Programs office at transferprograms@lmu.edu or 310.338.5252.

University Library

Located on the bluff between the Jesuit Community and the Leavey Residence Halls, the William H. Hannon Library opened in July 2009 and

was named for long-time LMU benefactor and Distinguished Alumnus William H. Hannon.

A highlight of the building is 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 provides comfortable seating and a casual learning environment.

The William H. Hannon Library contains the collections of the University's Westchester campus. In addition to the Library's online catalog, LINUS, wired and wireless access is also available to online index databases such as Academic Search Complete and PROQuest Research Library. For a complete listing of available databases, please go to the Library home page: <http://library.lmu.edu>. In addition, the Library is a member of the LINK+ Consortium, an interlibrary lending organization of member libraries. The Library's Instruction Program offers classroom instruction in information literacy and database searching.

The Digital Library Program, which began in 2008, is a relatively new initiative of the William H. Hannon Library and currently comprises the Digital Collections and Digital Commons at Loyola Marymount University and Loyola Law School Scholarship Repository. The Digital Collections showcase digitized materials from the Department of Archives and Special Collections. Digital Commons at Loyola Marymount University and Loyola Law School Scholarship Repository is an initiative of the William H. Hannon Library and the William M. Rains Library. The repository serves faculty and institutional interests by collecting, organizing, preserving, and disseminating faculty scholarship and creative works in a digital, open-access environment. This initiative is consistent with the library's archival role and responsibility in preserving publications and other artifacts documenting the university's history and the activities of its faculty, students, staff, and administrators.

The Department of Archives and Special Collections houses collections of art, rare books, manuscripts, and the University Archives. Notable holdings include the St. Thomas More, Oliver Goldsmith, and the Helena and John Weadock Collection of rare English and American first editions. Other important collections are the papers of the motion picture producer Arthur P. Jacobs, best known for the *Planet of the Apes* series, and the Werner Von Boltstern postcard collection, which contains over 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 Access Services Department provides reserve materials for student class work, as well as equipment and materials in various multimedia formats.

ACADEMIC AWARDS AND COMMENCEMENT HONORS

Dean's List

The Dean's List is an honorary academic acknowledgment for undergraduate students which is printed on the transcript at the end of the Fall and Spring semesters. The list consists of full-time, degree-seeking undergraduate students who must have in a term:

- Completed all courses, with minimum of 15 semester hours at LMU
- Received letter grades in at least 12 semester hours of which none is an "F"
- Earned a cumulative term grade point average of 3.50 or higher

Latin Honors

Honors at commencement are determined by the LMU cumulative grade point average at the time the degree is granted. Only honors earned by merit of academic performance at LMU will appear on the student's record. These honors are entered on the transcript and are inscribed on the diploma.

To be eligible for academic 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 courses are excluded) at LMU.

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

Eligible students for honors at May commencement received a degree on the previous August 31 or December 31 degree date, or must be a degree candidate for honors in May. An indication of honors pending at graduation printed in the commencement program is unofficial. The final determination will be made after a review of all completed undergraduate courses counted toward the degree.

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.

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.

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 continuing 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 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

John Parrish

Associate Director

John David N. Dionisio

Administrative Assistant

Meghan Alcantar

Objectives

The University Honors Program at Loyola Marymount University seeks to offer academically outstanding students with intellectually creative and rigorous courses designed to create a life-long love of learning and the intellectual habits required to serve others. The sequence of courses culminates in a Senior Thesis project (either HNRS 497 or a Senior Thesis/Project/Capstone course in one's major) prepared under the guidance of professorial mentors. Honors students are strongly encouraged to present their work at the LMU Undergraduate Research Symposium as well as national conferences in their discipline. Selected students will have the opportunity to attend and present work at the National Collegiate Honors Council and the Western Regional Honors Council conferences.

For more on the program, including how to apply, please consult the description of the University Honors Program in the Academic Programs and Services section of the Bulletin, or look at the program's website at <http://www.lmu.edu/honors>.

Program Requirements

Students in the University Honors Program replace the University Core with the following University Honors Core:

Foundations (Years 1-2)

Introduction to Honors (1 semester hour)
 Honors First Year Seminar
 Philosophical Inquiry (Honors section)
 Theological inquiry (Honors section)

In addition, students must take one course in Studies in American Diversity from the University Core.

University Honors students must demonstrate proficiency, by coursework or by examination, to the 203 (intermediate) level of any foreign language. International students fulfill this requirement by TOEFL proficiency in English as a Second Language.

Explorations (Years 2-3)

Research and Exhibition (1 semester hour)
 Honors Literary Analysis
 Historical Analysis (Honors section)
 Nature of Science, Technology, and Math (Honors section)

In addition, students must take one course in Creative Experience and Understanding Human Behavior from the University Core.

Integrations (Years 3-4)

Post-Baccalaureate Success Seminar (1 semester hour)
 Contemplation in Action: Ethics and Justice
 Contemplation in Action: Faith and Reason
 Honors Thesis (or thesis/project/capstone course in one's major)
 Honors Portfolio and Assessment (0 semester hours)

AP and IB Equivalences

The University Honors Program offers HNRS credit for AP and IB tests in the appropriate areas in accordance to LMU's AP and IB equivalences. Only two of the Explorations courses can be satisfied in this way. AP credit in a foreign language fulfills the Honors language requirement.

Liberal Studies Students

Students who are working toward elementary education credentials need to meet with the Director of the University Honors Program to determine the best coursework path. Decisions about courses will be made in consultation with the Center for Undergraduate Teacher Preparation.

BELLARMINE COLLEGE OF LIBERAL ARTS

Administration

Dean: Paul Tiyambe Zeleza

Associate Deans: Cheryl Grills, Curtiss Takada Rooks, Jeffrey Wilson

Assistant Dean: Cathy Machado

Mission of the Bellarmine College of Liberal Arts (BCLA)

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
Chinese	CHIN
Classical Civilizations	CLCV
Classics	CLAS
Economics	ECON
English	ENGL
English Minor in Journalism	JRNL
Environmental Studies	EVST
Ethics	ETHC
European Studies	EURO
French/Francophone Studies	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
Modern Languages	MDLL
Peace Studies	PCST
Philosophy	PHIL
Political Science	POLS
Psychology	PSYC
Sociology	SOCL
Spanish	SPAN
Theological Studies	THST
Urban Studies	URBN
Women's Studies	WNST

Master's level graduate programs are offered in the following fields:

Bioethics	BIOE
M.A. in Bioethics	
Graduate Certificate in Bioethics	
General Concentration in Bioethics	
<i>or</i>	
Concentration in Catholic Bioethics	
English	ENGL
With emphasis in:	
Literature,	
Creative Writing,	
<i>or</i>	
Rhetoric and Composition	
Philosophy	PHIL
Theological Studies	THST
M.A. in Theology	
Concentration in Comparative Theology option	
M.A. in Pastoral Theology	
Concentration in Pastoral Leadership option	
<i>or</i>	
Concentration in Spiritual Direction option	
Yoga Studies	YGST
M.A. in Yoga 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.

All BCLA students should be aware of the following policies:

120 semester hours are required for graduation with the following distribution: a) at least 45 semester hours of upper division, and b) a **maxi-**

mum 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. Courses taken concurrently elsewhere will not be accepted toward degree requirements in BCLA. See Financial Aid policies for additional restrictions.

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.

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, 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. 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 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.. 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: Brad Elliott Stone

Associate Professors: Angela James, Adilifu Nama

Assistant Professor: Marne L. Campbell

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
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
AFAM 155	African American History	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
AFAM 150	Black Cultural Arts	3
_____	University Core	3

_____	Elective	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
AFAM 208	Social Research Methods or Empirical Approaches	3
POLS 210	Empirical Approaches or Social Research Methods	(3)
SOCL 109	Social Research Methods	(3)
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
AFAM 335	Soc of the Black Comm	3
AFAM _____	AFAM Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
AFAM _____	AFAM Upper Division	3
AFAM _____	AFAM Upper Division	3
_____	University Core	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
_____	University Core	3
		15

Spring Semester		S.H.
AFAM 497	Senior Seminar	3
AFAM _____	AFAM Upper Division	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	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.

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 multiethnic 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.

Asian and Pacific Studies

Director

Robin Wang

Faculty

Professor: Robin Wang

Assistant Professor: Yanjie 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 198 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 ARCH 205, 305 (Sanskrit); CHIN 101, 102, 203, 204; 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, 302, 305, 500.

Choose the additional twelve 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 198 (Modern Asia), 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 198	Modern Asia	3
_____	Asian Language	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
		15
Spring Semester		S.H.
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Asian Language	3
		15

Sophomore Year

Fall Semester		S.H.
ASPA 201	Asian Civilizations	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Asian Language	3
		15

Spring Semester

_____	Asian Language	S.H.	3
_____	University Core	3	3
_____	University Core	3	3
_____	Elective	3	3
_____	Elective	3	3

15

Junior Year**Fall Semester**

ASPA 305	Econ/Pol Issues in Asia	S.H.	3
ASPA _____	ASPA Upper Division	3	3
_____	University Core	3	3
_____	Upper Division Elective	3	3
_____	Elective	3	3

15

Spring Semester

ASPA 301	Geography of Asia/Pacific	S.H.	3
ASPA _____	ASPA Upper Division	3	3
_____	University Core	3	3
_____	Upper Division Elective	3	3
_____	Elective	3	3

15

Senior Year**Fall Semester**

ASPA _____	ASPA Upper Division	S.H.	3
ASPA _____	ASPA Upper Division	3	3
_____	Upper Division Elective	3	3
_____	Upper Division Elective	3	3
_____	University Core	3	3

15

Spring Semester

ASPA 500	Senior Integrating Seminar	S.H.	3
ASPA _____	ASPA Upper Division	3	3
_____	Upper Division Elective	3	3
_____	Elective	3	3
_____	University Core	3	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 Electives**Bellarmine 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 485	Modern Japan
HIST 580	Seminar in Asian History
PHIL 365	Chinese Philosophy
PHIL 429	Topics in Chinese Philosophy
POLS 355	Politics of Asia
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 4470	Multinationals and the Third World
INBA 3810	International Business
MRKT 3550	Marketing and Selling Travel and Tourism

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.

Asian Pacific American Studies**Director**

Constance Chen

Faculty

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.

The Bioethics Institute**Faculty**

Director: Robert Dole

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. No applicants currently are being accepted to this Master of Arts program as it undergoes revisions.

Contact Information

Director: Robert Doyle

E-mail: Robert.Doyle@lmu.edu

Telephone: 310.258.2621

Office Location: University Hall 4517

Website: www.lmu.edu/bioethics

Administrative Assistant: David H. Rogoff

Telephone: 310.338.4205

E-mail: David.Rogoff@lmu.edu

Admission Requirements

No applicants currently are being accepted to this Master of Arts program as it undergoes revisions.

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
(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 M.A. 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

Graduate Certificate in Bioethics

The Graduate Certificate in Bioethics offers distinctive program to prepare health care professionals (e.g., physicians, nurses, clinical social workers, pastoral care personnel, hospital administrators, etc.) to serve on a medical center bioethics committee. The program also prepares individuals to deal with the complexities of bioethical issues arising in clinical practice and to become leaders in decision-making about bioethical problems in their respective institutions.

Program Requirements

General Concentration in Bioethics

Required Courses (3)

BIOE 595	Survey Course in Bioethics
BIOE 620	Jurisprudence and Health Care Law
BIOE 600	Methodological Issues in Bioethics
	or
BIOE 660	Ethical Theories in Bioethics

Elective Course (1)

One of the following courses:

BIOE 604	Medical Anthropology and Bioethics
BIOE 610	Theological Issues in Bioethics
BIOE 633	Social Justice and Bioethics
BIOE 635	Organizational Ethics and Health Care

Concentration in Catholic Bioethics

Required Courses (3)

BIOE 595	Survey Course in Bioethics
BIOE 620	Jurisprudence and Health Care Law
BIOE 670	Foundations of Theological Ethics

Elective Course (1)

One of the following courses:

BIOE 600	Methodological Issues in Bioethics
BIOE 604	Medical Anthropology and Bioethics
BIOE 610	Theological Issues in Bioethics
BIOE 633	Social Justice and Bioethics
BIOE 635	Organizational Ethics and Health Care
BIOE 660	Ethical Theories in Bioethics

Catholic Studies

Director

Dorian Llywelyn, 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.

Chicana/o Studies

Faculty

Chairperson: KarenMary Davalos

Professors: Deena J. González, Fernando J. Guerra

Associate Professor: KarenMary Davalos

Assistant Professor: Eliza Rodriguez y Gibson

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 500) and 12 semester hours in Chicana/o Studies upper division electives.

Minor Requirements

18 semester hours: CHST 116, 206, 302 or 404, 360, 500, 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). 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
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3

		15
Spring Semester		S.H.
CHST 126	Chicana/o Cultural Prod	3
HIST 198	Modern Latin America	3
_____	University Core	3
_____	University Core	3
_____	University Core	3

		15

Sophomore Year

Fall Semester		S.H.
CHST 206	Intro to Chic./Lat. Literature	3
CHST 360	Chicana/o History	3
_____	University Core	3
_____	Elective	3
_____	Elective	3

		15
Spring Semester		S.H.
CHST 332	Survey Chic/Lat Literature	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3

		15

Junior Year**Fall Semester**

CHST 302	Chicanas/Latinas in the U.S. or	S.H. 3
CHST 404	Latina Feminist Traditions	(3)
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
_____	Elective	3

15**Spring Semester**

CHST ____	CHST Upper Division	S.H. 3
CHST ____	CHST Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3

15**Senior Year****Fall Semester**

CHST ____	CHST Upper Division	S.H. 3
CHST ____	CHST Upper Division	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	University Core	3

15**Spring Semester**

CHST 500	Capstone Seminar	S.H. 3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	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.

Recommended Electives

For the purpose of providing our majors and minors with an interdisciplinary perspective, the Department recommends courses in American Cultures Studies that include a Latino component, as well as the following courses:

GEOG 360	Modern Mexico
POLS 354	Politics of Latin America
PSYC 320	Psychology of Race, Culture, and Ethnicity
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: Matthew Dillon

Professors: Matthew Dillon, William J. Fulco, S.J. (National Endowment for the Humanities Professor of Ancient Mediterranean Studies), Katerina Zacharia

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, or 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.

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, CLCV, or ARCH.

Graduation with Honors: an additional 3 semester hours
CLCV 500: Senior Thesis

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
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
LATN 102	Elementary Latin II	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
GREK 101	Elementary Greek I	3
LATN 201	Intermediate Latin	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
GREK 102	Elementary Greek II	3
LATN 321	Cicero	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
GREK 201	Intermediate Greek	3
LATN 312	Virgil	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
GREK 325	Greek Orators	3
	or	
GREK 322	Greek Philosophy	(3)
LATN 3xx	Latin Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
		15

Senior Year

Fall Semester		S.H.
GREK 311	Homer	3
LATN 3xx	LATN Upper Division	3
LATN 3xx	LATN Upper Division	3
_____	Upper Division Elective	3
_____	University Core	3
		15

Spring Semester		S.H.
GREK 312	Readings: Drama	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	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.

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 313 or 314

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

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 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.
FFYS 1000	First Year Seminar	3
_____	University Core	3
		15

_____	University Core	3
_____	Elective	3
_____	CLCV Lower Div. or Lang	3
		—
		15

Spring Semester

_____	University Core	S.H. 3
_____	CLCV Lower Div. or Lang	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		—
		15

Sophomore Year

Fall Semester

_____	University Core	S.H. 3
_____	CLCV Lower Div. or Lang	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		—
		15

Spring Semester

_____	University Core	S.H. 3
_____	CLCV Lower Div. or Lang	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		—
		15

Junior Year

Fall Semester

CLCV 301/302	Greek/Roman Civilization	S.H. 3
_____	University Core	3
CLCV ____	CLCV Upper Division	3
_____	Upper Division Elective	3
_____	Elective	3
		—
		15

Spring Semester

CLCV 451	Classical Mythology	S.H. 3
_____	University Core	3
CLCV ____	CLCV Upper Division	3
_____	Upper Division Elective	3
_____	Elective	3
		—
		15

Senior Year

Fall Semester

ARCH 303	Ancient Near Eastern Civs	S.H. 3
CLCV ____	CLCV Upper Division	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	University Core	3
		—
		15

Spring Semester

ARCH 3xx	ARCH Upper Division	S.H. 3
CLCV ____	CLCV Upper Division	3
CLCV ____	CLCV Upper Division	3
_____	Upper Division Elective	3
_____	University Core	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 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 322, 325, or 327

and an additional 15 semester hours of upper division GREK

Graduation with Honors: an additional 3 semester hours

CLCV 500: Senior Thesis

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

Fall Semester		S.H.
GREK 101	Elementary Greek I	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		—
		15

Spring Semester		S.H.
GREK 102	Elementary Greek II	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		—
		15

Sophomore Year

Fall Semester		S.H.
GREK 201	Intermediate Greek	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		—
		15

Spring Semester		S.H.
GREK 322	Greek Historians	3
_____	University Core	3
_____	University Core	3
_____	Elective	3

_____	Elective	3
		15

Junior Year

Fall Semester		
GREK 311	Homer	S.H. 3
_____	University Core	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Spring Semester		
GREK 325	Greek Orators	S.H. 3
_____	University Core	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Senior Year

Fall Semester		
GREK 312	Greek Drama	S.H. 3
GREK 410	Prctcm Tchng Class Greek	3
GREK _____	GREK Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
		15

Spring Semester		
GREK 322	Greek Philosophy	S.H. 3
GREK _____	GREK Upper Division	3
_____	University Core	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 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 322 or 325 or 327

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 312

LATN 313 or 314

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 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
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
LATN 102	Elementary Latin II	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
LATN 201	Intermediate Latin	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
LATN 324	Latin Prose	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
LATN 312	Virgil	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
LATN 321	Cicero	3
LATN 3xx	LATN Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Senior Year

Fall Semester		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
_____	University Core	3

		15
Spring Semester		S.H.
LATN 322	Roman Historians	3
LATN _____	LATN Upper Division	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	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 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.

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 upper division MDGK courses;

3-6 semester hours from the following: CLCV 230, 301, 451; HIST 410, 450; THST 322, 352.

Other Courses

Note: The Basil P. Caloyeras Center also sponsors the following courses with other departments:

CLCV 304	Art and Architecture of Ancient Greece
DANC 390	Dances of Greece
HIST 410	History of the Byzantine Empire

Economics

Faculty

Chairperson: Jennifer Pate

Professors: James Devine, James Konow, Seid Zekavat

Associate Professors: Joseph E. Earley, Zaki Eusufzai, Andrew J. Healy, Dorothea K. Herreiner, Jennifer Pate, Robert Singleton, Renate Thimester

Assistant Professor: Sean D'Evelyn

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.

Economics majors are required to take one social science course from outside the major. The course may be a lower or upper level course in Geography, Political Science, Sociology, Urban Studies, or any course that satisfies the Understanding Human Behavior requirement of the University Core.

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. A grade of at least C- must be obtained in every upper division course in the major, and the average grade in upper division economics courses must be at least C (2.0). 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 addi-

tional 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. Upper division economics courses must be taken in the LMU Economics Department, except by prior permission of the Chairperson.

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).

Students who intend to earn the B.S. degree must submit a Change of Program form to the Office of the Registrar.

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. A grade of at least C- must be obtained in every upper division course in the major, and the average grade in upper division economics courses must be at least C (2.0). 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. Upper division economics courses must be taken in the LMU Economics Department, except by prior permission of the Chairperson.

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. A grade of at least C- must be obtained in every upper division course in the major, and the average grade in upper division economics courses must be at least C (2.0). 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. Two additional upper division economics courses are required, of which at least one (3 semester hours) must be at the 400 level. 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 semester hour 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

Fall Semester		S.H.
ECON 105	Accelerated Intro Econ	3
	<i>or</i>	
ECON 110	Intro Microeconomics	(3)
_____	University Core	3
FFYS 1000	First Year Seminar	3
MATH 111	Math Analysis Business I	3
	<i>or</i>	
MATH 120	Precalculus Mathematics	(3)
_____	University Core	3
		15
Spring Semester		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)
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15/16

Sophomore Year

Fall Semester		S.H.
ECON 230	Introductory Statistics	3
	<i>or</i>	
_____	Elective	(3)
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
	<i>or</i>	
MATH 132	Calculus II	(4)

Spring Semester		15/16
_____	University Core	S.H.
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
	or	
MATH 234	Calculus III	(4)

Junior Year

Fall Semester		S.H.
ECON 310	Inter Microeconomics I	3
ECON ____	ECON Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3

Spring Semester		S.H.
ECON 320	Inter Macroeconomics	3
ECON 410	Inter Microeconomics II	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3

Senior Year

Fall Semester		S.H.
ECON ____	ECON Upper Division	3
ECON ____	ECON Upper Division	3
	or	
ECON 530	Math for Econ. (B.S.)	(3)
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	University Core	3

Spring Semester		S.H.
ECON ____	ECON Upper Division	3
ECON ____	ECON Upper Division	3
	or	
ECON 532	Econometrics (B.S.)	(3)
ECON 490	Senior Assessment	0
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	3

Students may take no more than **ten upper division courses** in Economics.

English

Faculty

Chairperson: Paul Harris

Professors: Linda Bannister, Theresia de Vroom, Paul Harris, Steven Mailloux (President’s Professor of Rhetoric), Rubén Martínez (Fletcher Jones Chair in Literature and Writing), John Menaghan, Barbara Roche Rico, Chuck Rosenthal, Stephen H. A. Shepherd, Lucy Wilson, Gail Wronsky, Kelly Younger

Associate Professors: Stuart Ching, Holli G. Levitsky, Juan Mah y Busch, Robin Miskolcze, K.J. Peters, John Reilly, Molly Youngkin

Assistant Professors: Lynell George, Evelyn McDonnell, Judy Park, Dermot Albert Ryan

Contact Information

Department Chair: Paul Harris

E-mail: Paul.Harris@lmu.edu

Graduate Director: Robin Miskolcze

E-mail: Robin.Miskolcze@lmu.edu

Website: www.lmu.edu/english/

Office Location: University Hall 3800

Telephone: 310.338.3018

Fax: 310.338.7727

Administrative Assistant: Maria Jackson

E-mail: mjackson@lmu.edu

English 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. 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 both a 10-15 page critical writing sample **AND** a sample of their best creative writing. The two combined samples may not exceed 30 pages total. Both writing samples should be combined into one document for upload to the application website.

- The General Test of the Graduate Record Examination (GRE) is a prerequisite requirement for all applicants. A score of 160 (600 on the previous GRE scale) or higher on the Verbal component of the test is highly recommended.
- Each fall, the Department accepts applications for merit based **scholarships** which take into consideration financial need. The amount of the scholarship varies. To apply, applicants and students returning for their second year must submit the form and narrative no later than March 15. This application is available on the Graduate program's website and may be mailed to Professor Robin Miskolc at rmiskolc@lmu.edu.
- The deadline for the receipt of all materials is March 15.

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 freshman University Core courses. 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

A Graduate Assistantship and an internship with the William H. Hannon Library's Special Collections 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 \$18.00 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 (in the first semester), Contemporary Critical Theory (in the first year) 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 completing 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 two weeks 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 website.

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 giving presentations and making submissions for professional publications and/or conferences.
- Engage critically and deeply with a range of literatures and literary theories.

English 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

Please note that English majors may take no more than ten upper division English courses and have them count toward graduation.

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 three programs for the major in English.

English majors should officially declare an emphasis no later than the first semester of their junior year.

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.

ENGL 371 or 372.

One course in English or American Literature prior to 1800 (excluding Shakespeare).

Two courses in English or American Literature after 1800.

One course in Theory (consult with your advisor).

One course in Comparative/Cultural Literatures or Writing (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 (excluding ENGL 402).

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.

ENGL 371 or 372.

One course in English or American Literature before or after 1800 (excluding Shakespeare).

Three upper division writing courses (excluding ENGL 402 and 569).

One course in Theory (consult with your advisor).

One course in Comparative/Cultural Literatures or 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.)

3 additional upper division semester hours (excluding ENGL 402).

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.

III. The English Major: Secondary Teacher Preparation Program for English

For information on this program, see the Secondary Teacher Preparation Program section in this Bulletin.

English 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 courses, including:

ENGL 200, 201, or 202.

One survey course: ENGL 203, 204, 371, or 372.

One pre-1800 course [including Shakespeare] (if a student takes 203 or 371 to fulfill this requirement, then the student must take a second "survey" course from 203, 204, 371, or 372).

Nine upper division semester hours in English (excluding ENGL 402).

A minimum grade of C (2.0) must be obtained in each course in the minor.

English Minor in Journalism Requirements

21 semester hours of coursework with a C (2.0) or better in each class. Three courses are required: 1) ENGL 206, The Language of Non-Fiction/Journalism; 2) ENGL 381, Journalism: New Media; and 3) a 400-level journalism Capstone Course with a special backpack/long-form journalism component. ENGL 206 must be taken before or concurrently with ENGL 381. The lower division requirement (ENGL 206) will give Journalism minor students the foundation for further study, acquaint them with journalistic formats, and teach them the fundamentals of reportage and news literacy, essential tools for all apprentice journalists. Students may be exempted from taking ENGL 206 and enroll in ENGL 301, Writing for Journalism, instead if they can demonstrate (via resumé and portfolio) significant secondary or post-secondary journalism proficiency and experience. ENGL 381, Journalism: New Media, is the essential introduction to non-print news platforms all Journalism minors must navigate and populate. The 400-level required course will be subtitled "Capstone Course." A course list follows:

1. Two required courses: ENGL 206 or 301 and ENGL 381 (6 semester hours)
2. One course in community journalism or specialized journalism (3 semester hours)
3. One 400-level capstone course with backpack journalism/long-form focus (3 semester hours). Restricted to senior Journalism minors.
4. Three electives (9 semester hours)

Total Semester Hours: 21

Screenwriting Minor 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.

Journalism Certificate at LMU

(Open to all majors and minors, 18 semester hours)

A large number of LMU graduates have gone on to successful careers or graduate work in Journalism. These students, who have often majored or minored in English, Communication Studies, or other majors, have taken advantage of a number of exciting LMU courses. (Note: Some of the courses you take for the Certificate may also be counted toward your major or minor in English, Communication Studies, or your core.) These courses make up the LMU "Journalism Certificate" and are particularly recommended for students who intend pursuing a Masters or Ph.D. in Journalism, or who plan to work as a Freelance journalist, PR or Advertising professional, in corporate communications, for a newspaper or magazine, or on various new media platforms. **A Journalism Certificate at LMU offers maximum flexibility as no specific courses are required. The "certificate" appears as a line on the student's final transcript, and may be referenced in a student's resumé. (You will not receive a frameable certificate from the Office of the Registrar.)**

It is important to note that a working journalist often develops a specialization in a particular area, such as sports, entertainment, or politics. Elective courses in these areas would, of course, be useful. The 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. Ethics coursework from the Philosophy Department is also included, as ethics are a concern at the forefront of a career in Journalism. Interdisciplinary Applied Programs contributes a selection of PR and media coursework. **A total of 18 semester hours is required to earn the certifi-**

cate. Generally, students may elect one course from PHIL, or one course from POLS, or one course from IDAP courses listed. Five (5) Journalism Certificate courses must be selected from the English courses listed. In some cases where students have other experience as a journalist, an additional IDAP or other course may be approved, dropping the total of English/Journalism required courses to four (4). Some students will take all six courses (18 semester hours) from the Journalism/English courses listed. Consult Dr. Bannister to make sure your program fulfills the certificate requirements.

Eligible Courses: Journalism Certificate

English Department Courses

ENGL 206	Language of Journalism
ENGL 301	Writing for Journalism: Workshop
ENGL 302	Writing the Article: Workshop
ENGL 304	Writing for Advertising
ENGL 381	Journalism and New Media
ENGL 401	Writing for Journalism II: Workshop
ENGL 402	Writing Internship in Media
ENGL 403	Non-Fiction Workshop
ENGL 405	Literary Non-Fiction Workshop
ENGL 406	Journalism: The Interview: Workshop
ENGL 407	Reviewing the Arts
ENGL 408	Journalism: Editing Workshop
ENGL 460	Hard News to Blogs: Post-1800 Journalism
ENGL 463	The Art of the Essay
ENGL 469	Practicum in Journalism I
ENGL 470	Practicum in Journalism II
ENGL 498	Creative Non-Fiction/Magic Journalism
ENGL 498	Journalism and Society
ENGL 498	Journalism: Telling L.A.'s Story
ENGL 498	Journalism: The Age of Content
ENGL 498	Publishing a Journal
ENGL 498	Writing the Feature
ENGL 498	Writing the Moment: New Media
ENGL 562	Contemporary Rhetorical Theory
ENGL 566	Metaphor: Theory and Practice
ENGL 567	Style in Writing
ENGL 574	Rhetoric and Media
ENGL 575	The Art of Rhetoric
ENGL 598	Pazz and Jop: Writing Music Criticism

Interdisciplinary Applied Programs Courses

IDAP 300	Principles of Public Relations
IDAP 320	Broadcast Writing
IDAP 330	Broadcast News Production
IDAP 340	Video Production for Public Relations
IDAP 398	Introduction to Social Media
IDAP 398	Writing for Public Relations
IDAP 498	Advertising Principles and Strategies
IDAP 498	Public Relations Strategies

Philosophy Department Courses

PHIL 328	Media Ethics
PHIL 330	Contemporary Moral Problems

Political Science Department Courses

POLS 135	Contemporary American Politics
POLS 332	Campaigns and Elections
POLS 339	Media and Politics
POLS 385	Political Films and Media
POLS 423	Political Rhetoric
POLS 435	The Politics of California
POLS 436	Politics of Los Angeles

Selecting Courses

Students interested in assembling a 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 **Dr. Linda Bannister, Journalism Certificate Advisor**, (lbannist@lmu.edu, 310.338.2854, UH 3875), to determine which special or new courses may be appropriate. The Journalism Certificate eligible courses offered by the College of Communication and Fine Arts (IDAP courses) may require the permission of Dr. Dean Scheibel, Director, Interdisciplinary Applied Programs (dscheibel@lmu.edu).

Note: Although there is no set sequence for taking 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 newspa-

per The Los Angeles Loyolan, The Tower Yearbook, The ROAR Network, and/or The Marymount Institute Press.

Obtaining the Journalism Certificate

A Journalism Certificate can be issued to the student who successfully completes 18 semester hours of approved Journalism coursework (earning a C [2.0] or better in each course). The bulk of the student's curriculum, at least 5 of 6 courses selected, generally should consist of writing courses from the Journalism coursework offered by the English Department. **Students should bring a transcript (unofficial is fine) with name, e-mail address, and ID number written on it and showing 18 semester hours of accepted, completed coursework to Dr. Linda Bannister in University Hall 3875 at least one month prior to intended graduation with appropriate courses highlighted.** Notice of Certificate approval will be forwarded by e-mail to the Office of the Registrar and to the student by Dr. Bannister. Students who seek a certificate can be advised on how to create a program that focuses on their area of interest; for example, political reporting, sports reporting, electronic media, etc.

Note: This certificate program is not a major or a minor. No application or Change of Program paperwork from the Office of the Registrar is required. You need only e-mail your interest to Dr. Bannister to sign up. Get on the mailing list ASAP to learn of Journalism events on campus. E-mail your contact information (e-mail, cell, mailing address) and student ID to Dr. Bannister at lbannist@lmu.edu.

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

Fall Semester		S.H.
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3

		15

Spring Semester		S.H.
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3

		15

Sophomore Year

Fall Semester		S.H.
ENGL 201	The Language of Poetry	3
ENGL 203	History of British Lit. I	3
_____	University Core	3
_____	Elective	3
_____	Elective	3

		15

Spring Semester		S.H.
ENGL 200	The Language of Drama	3
	or	
ENGL 202	The Language of Fiction	(3)
ENGL 204	History of British Lit. II	3
_____	University Core	3
_____	University Core	3
_____	Elective	3

		15

Junior Year**Fall Semester**

ENGL 321	Shakespeare: Major Plays	S.H.	3
	<i>or</i>		
ENGL 322	Studies in Shakespeare	(3)	
ENGL ____	ENGL Elective UD		3
____	University Core		3
____	Upper Division Elective		3
____	Elective		3

15**Spring Semester**

ENGL 371	American Literature I	S.H.	3
	<i>or</i>		
ENGL 372	American Literature II	(3)	
ENGL ____	ENGL Comp. UD		3
ENGL ____	ENGL Elective UD (Literature Emphasis)		3
	<i>or</i>		
ENGL ____	ENGL Writing UD (Writing Emphasis)	(3)	
____	University Core		3
____	Elective		3

15**Senior Year****Fall Semester**

ENGL ____	ENGL Writing UD (Writing Emphasis)	S.H.	3
	<i>or</i>		
ENGL ____	Pre-1800 UD (Literature Emphasis)	(3)	
ENGL ____	Post-1800 Amer/Engl UD		3
____	Upper Division Elective		3
____	Upper Division Elective		3
____	University Core		3

15**Spring Semester**

ENGL ____	ENGL Writing UD (Writing Emphasis)	S.H.	3
ENGL ____	Post-1800 UD (Literature Emphasis)	(3)	
ENGL ____	ENGL Theory UD		3
____	Upper Division Elective		3
____	Elective		3
____	University Core		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.

Environmental Studies**Director**

Brian Treanor

Objectives

The Environmental Studies Program offers an interdisciplinary minor designed to help students acquire an understanding of the complex issues and concerns associated with the environment. Building on courses in a variety of departments in the humanities, social sciences, and natural sciences, the Environmental Studies Program minor offers a coherent curriculum addressing some of the most pressing ecological, political, economic, social, and ethical programs of the contemporary world.

Students who minor in Environmental Studies will study issues such as: global climate change; resource management, including excessive consumption and the just distribution of resources; genetically modified crops and organisms; biodiversity; wilderness preservation; pollution pressures on the land, air, and sea; sustainable development; the rights

or value of non-human animals and nature; energy production; population and consumption; the role of the environment in local, national, and international politics; international agencies and treaties addressing environmental issues; and environmental justice.

The Environmental Studies Program and its curriculum is dedicated to fostering a genuine spirit of interdisciplinary exchange, across both traditional disciplinary as well as college definitions. Faculty from a variety of departments, schools, and colleges may teach courses cross-listed in Environmental Studies, and students from across the University community will find an appropriate niche in the program through its intentionally interdisciplinary nature.

Environmental Studies Minor Student Learning Outcomes

Environmental Studies minor students will know:

- The primary environmental issues confronting humans in the 21st century (e.g., anthropogenic climate change, loss of biodiversity, resource consumption, peak oil, etc.)
- The fundamental science that frames and makes comprehensible current debates about environmental issues (e.g., the carbon cycle)
- How to assess and grasp the moral and ethical significance of environmental crises and the possible responses to those crises using multiple approaches or frames (e.g., utilitarian, deontological, intrinsic value, virtue theory, pragmatic, etc.)
- The practical challenges (e.g., political, economic, etc.) associated with various possible responses to environmental crises.

Environmental Studies minor students will be able to:

- Apply diverse perspectives and methodologies (ways) of addressing environmental questions (e.g., philosophical, economic, scientific, political, theological, etc.), transcending traditional disciplinary boundaries in favor of a more holistic perspective
- Apply the knowledge and analytic skills they have acquired in the course of their studies to real-world issues, bridging the supposed gap between theory and practice
- Demonstrate the ability to write, speak, and think clearly and critically about the issues studied in the minor.

Environmental Studies minor students will value:

- The diverse perspectives and values (e.g., political, cultural, religious, etc.) amongst the various stakeholders in environmental challenges
- The importance of good science in framing environmental questions
- The role of both a) personal transformation (e.g., lifestyle choices, consumptive dispositions, etc.) and b) social transformation (e.g., community involvement, political action, addressing environmental justice and environmental racism, etc.) in any response to environmental challenges.

Minor Requirements

The Environmental Studies minor consists of 21 semester hours. Both foundation courses are lower division, and the Capstone seminar is an upper division course. The four distribution courses may include one lower division course. Thus, the program allows for up to 9 semester hours of lower division work; the remaining 12 semester hours must come from upper division course offerings.

1. Foundations Course: EVST 100: Introduction to Environmental Studies (3 semester hours)
2. Distribution Courses:
3. Capstone Course: EVST 401: Environmental Studies Capstone Seminar (3 semester hours)
4. Alternative courses can be substituted at the discretion of the Director.

Course Offerings

All courses are 3 semester hours.

I. Foundations Course

EVST 100 Introduction to Environmental Studies

II. Humanities Distribution

PHIL 325 Environmental Ethics
PHIL 343 Environmental Philosophy

THST 387	World Religions and Ecology
THST 398	Special Studies [only if taught as Sacred Place]

III. Social Science Distribution

ECON 416	Environmental Economics
GEOG 100	Human Geography
SOCL 371	Social Ecology
URBN 345	Urban Planning

IV. Natural Science Distribution

BIOL 318	Principles of Ecology
ENVS 300	Engineering Geology
ENVS 320	Introduction to Environmental Engineering
ENVS 250	Earth Science
ENVS 298	Special Studies [only when taught as Principles of Sustainability]
ENVS 301	Environmental Science
ENVS 310	Oceanography
SCEM 320	Science, Theology, and the Future

V. Capstone Course

EVST 401	Environmental Studies Capstone Seminar
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Ethics

Director

W S K (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 198 (with advisor approval) and **PHIL 320**, which also satisfy the University's core requirements in Philosophy.

Two further classes chosen in consultation with the Ethics minor ad-

visor, 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).

The program requires competence in a European language, background to grasp the complexity of European history and civilization as a whole, as well as a specialization in one field of study. As such, it provides students with a solid preparation for graduate school or a career in government or private enterprise. One 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. EURO language courses are also available in the LMU Study Abroad Programs in Europe. Once per year in the Spring, the Department of Modern Languages and Literatures 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. It is administered free of charge for graduating European Studies students with a concentration in German within their major.
- 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

European Studies students are expected to 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 the course of studies, accompanied by a personal reflection essay, which shows 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 is in good academic standing, which includes having a minimum cumulative LMU GPA of 2.0 (C).

Lower Division Requirements (18 semester hours):

HIST 198 with advisor approval

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 might have to take the LMU Placement Exam upon return to fulfill lower division requirements.

Upper Division Requirements (25 semester hours):

Group A: 9 semester hours chosen from the courses below, which examine the historical, intellectual, political, and/or religious contexts of Europe, past and present.

CLCV: 353, 451, 452

EURO: 336, 339, 340, 381, 398, 399, 432, 451, 498, 499

GREK: 322, 325, 327

HIST: Area I: Europe, Seminars Area 1: Europe

IRST: 310, 311, 312, 317, 319, 345

LATN: 321, 322

PHIL: Area V: History of Philosophy, 422, 423, 424, 426, 428, 430, 451

POLS: 324, 325, 326, 351, 352, 357

THST: 320, 321, 322, 323, 328, 420, 425, 427

Group B: 9 semester hours chosen from the courses below, which examine the art and literary works of Europeans, past and present.

ARCH: 403

ARHS: 303, 304, 306, 410, 411, 413, 419

CLCV: 304, 306, 454, 455

ENGL: 321, 322, 342, 502, 503, 504, 511, 512, 513, 521, 522, 530, 532, 533, 534, 541, 542, 543, 544, 545, 546, 547, 559, 561

EURO: 312, 324, 325, 371, 373, 398, 399, 498, 499

FNLT: 341, 480

FREN: 333, 334, 431, 432, 443

FTVS: with a European focus: 314, 413, 514

GREK: 311, 312, 313, 314, 329, 415

GRMN: 321, 340, 352, 431, 432, 433

IRST: 300, 303, 304, 305, 309, 330, 350, 435

ITAL: 332, 333, 334, 350, 380, 451

LATN: 312, 313, 314, 315, 317, 319, 323, 324, 415

MDGK: 341, 342, 343, 344, 354, 450

SPAN: 331, 451, 452, 453, 455, 457, 460

THEA: with a European focus: 331, 336, 341, 346, 349

Group C: 6 semester hours of electives chosen from:

- Additional Group A and Group B courses above
- Additional European languages courses (lower division eligible for credit)

One hour: **EURO 500**

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

Fall Semester		S.H.
_____	European Language	3
_____	University Core	3
FFYS 1000	First Year Seminar	3
_____	Elective	3
MATH _____	University Core	3
		15

Spring Semester		S.H.
_____	European Language	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
_____	European Language	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
_____	European Language	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
EURO _____	EURO Upper Division	3
EURO _____	EURO Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
EURO _____	EURO Upper Division	3
EURO _____	EURO Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3

Senior Year

Fall Semester

EURO ____	EURO Upper Division	3
EURO ____	EURO Upper Division	3
____	Upper Division Elective	3
____	Upper Division Elective	3
____	University Core	3

Spring Semester

EURO 500	Capstone Project	1
EURO ____	EURO Upper Division	3
EURO ____	EURO Upper Division	3
____	Upper Division Elective	3
____	Elective	3
____	University Core	3

15

S.H.

3

3

3

3

3

15

S.H.

1

3

3

3

3

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.

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 post-modern 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.

History

Faculty

Chairperson: Amy Woodson-Boulton

Professors: Jok Madut Jok, Lawrence A. Tritle, Paul Tiyambe Zeleza (Presidential Professor)

Associate Professors: Najwa Al-Qattan, Cara Anzilotti, Carla J. Bittel, Constance J.S. Chen, Anthony M. Perron, Nicolas Rosenthal, Amy Woodson-Boulton

Assistant Professors: Dexter L. Blackman, Andrew Devereux, Elizabeth Drummond, Kevin McDonald, Margarita Ochoa, Nigel A. Raab, Sun-Hee Yoon

Objectives

The study of history is integral to Loyola Marymount University's mission as a university in the Jesuit/Marymount, Catholic, and liberal arts traditions. It contributes to "the encouragement of learning" through intellectually demanding courses that cultivate an understanding of both familiar and unfamiliar pasts and cultures. It educates "the whole person" by focusing on a multiplicity of perspectives and experiences, and by attempting to understand the lived, bodily experience of the "whole person" in the past. History courses ground discussions of "the service of faith and the promotion of justice" by putting these ideas in context, showing change over time, and emphasizing how today's world evolved out of the contingent actions of and interactions between individuals and groups of people. The study of history enables the student to examine cultures, religions, and the interconnections among peoples and societies as complex historical phenomena, human structures open to historical interpretation and analysis. Historical perspective thus provides insight into the sequence of events, into the relationship of events at diverse times and places, and into the dynamism of structures and beliefs that can otherwise appear fixed or predetermined. The study of history therefore also leads to greater sensitivity to and awareness of cultural differences and similarities, as well as conflicting interpretations of events. As a discipline, History is open to and inclusive of multiple different methodological approaches to the study of the past. The History curriculum thus emphasizes the potential for human action, showing how an individual's actions can change the world even as it examines the structures necessary for that action. The Department of History at LMU seeks to educate students to become global citizens engaged with the world around them and sensitive to our ties to the past. The Department sees History as supporting the creation of "contemplatives in action," as the contemplation of the past and the present is an essential part of students moving into the world as agents in their own right.

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

- Introduce students, through a balanced yet flexible curriculum, to the breadth and depth of historical experience through the study of past and contemporary societies and cultures, enabling them to understand broad narratives and periodization as well as to examine the relationships between the shared and the distinctive across time and space.
- Understand the connections between peoples through time.
- Explain how similar problems are reflected in different historical contexts.
- Identify main features of at least three civilizations.
- Grasp the mechanisms by which societies are brought together across space.
- Foster the creation of informed citizens able to participate in public life, by teaching them to communicate effectively in writing and in speech, to think critically and analytically about the past, and to develop and defend persuasive arguments.
- Communicate effectively through writing.
 - Articulate a thesis.
 - Apply evidence.
 - Write in grammatically correct English.
 - Use proper citation format(s).
- Introduce students to history as an intellectual discipline by enabling them to develop an awareness and understanding of conflicting interpretations of the past. Courses examine how historians debate both historical narratives and the practice of historical research so that students should eventually be able to situate their own research in this broader historiography.
- Think critically and analytically about the past.
 - Explain what primary sources are and how they are related to historical interpretations.
 - Distinguish between and be able to combine narrativity and analysis.
 - Assess the biases and relative value of different sources.
 - Relate resources to their social and cultural contexts.
 - Evaluate competing interpretations of the past.
 - Assess the relationship of the past to the present.
- Employ interdisciplinary methodologies.
 - Discuss how different disciplines approach problems in different ways.
 - Gather evidence from multiple bodies of source material (texts, objects, images, data).
- Provide students with a fuller awareness and understanding of many vital issues of human experience and to value the diverse experiences of individuals in the past and present.
- Display sensitivity to the experiences of others.
 - Articulate the relationship between individual lives and larger historical events.
 - Explain how different people experience and describe the past in different ways.

Major Requirements

Lower Division Requirements:

15 semester hours, distributed among five required survey courses, one from each category:

- Category One: Ancient Civilization
- Category Two: Western Civilization
- Category Three: Early America
- Category Four: Modern America
- Category Five: World Region (Middle East, Latin America, Asia, Africa)
- Please note that the History Department has introduced new lower division courses, all number HIST 198 that may substitute for the above requirements. These courses fulfill the University Core Curriculum requirement for Historical Analysis

and Perspectives (Explorations). Each section of HIST 198 will have a specific subtitle for the course as listed below:

- Founders of the West (fulfills Category One)
- Heirs of Rome: Europe, Byzantium, and Islam in the Middle Ages (fulfills Category One)
- Crisis and Expansion: Europe and the World, 1200-1648 (fulfills Category One)
- European Empires, Exploration, and Exchange since 1500 (fulfills Category Two)
- Power, Privilege, and Agency in Modern Europe (fulfills Category Two)
- The Individual, the State, and Civil Society in Modern Europe (fulfills Category Two)
- Religion, Society, and the Search for Meaning in Modern Europe (fulfills Category Two)
- Revolutions in the Making of the West (fulfills Category Two)
- America and the Atlantic World (fulfills Category Three)
- Becoming America (fulfills Category Three)
- The United States and the World (fulfills Category Four)
- The United States and the Pacific World (fulfills Category Four)
- African Americans in the World since Slavery (fulfills Category Four)
- The Middle East since 1453: State, Society, and Citizen (fulfills Category Five)
- The Middle East since 1453: Minorities and Women
- The Middle East since 1453: Through the Social Lives of Commodities
- Latin America: Encounter, Conquest, and the Viceregal Experience
- Latin America: State, Nation, and Conflict since Independence (fulfills Category Five)
- Modern Asia: China, Japan, and Korea since 1600 (fulfills Category Five)
- Modern Africa: African States and Societies since 1600 (fulfills Category Five)

Upper Division Requirements:

24 semester hours, distributed as follows:

- HIST 310, History and Historians
- 6 upper division courses, not more than 3 from any one of the following areas: 1) Europe, 2) United States, or 3) World Regions. Courses are to be chosen in consultation with the student's advisor.
- 500-level seminar

An average grade of C (2.0) must be obtained in the courses included in the major.

Secondary Teacher Preparation Program in Social Science (History)

For information on this program, see the Secondary Teacher Preparation Program section in this Bulletin.

Minor Requirements

21 semester hours, distributed as follows:

- Western Civilization: 1 course
- U.S.: 1 course
- 5 electives, of which 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

Fall Semester

FFYS 1000	First Year Seminar	S.H.	3
_____	University Core		3
_____	University Core		3
HIST _____	Western Civ Requirement		3
_____	Elective		3
		15	

Spring Semester

_____	University Core	S.H.	3
_____	University Core		3
_____	University Core		3
HIST _____	Western Civ Requirement		3
HIST _____	World Regions Requirement		3
		15	

Sophomore Year

Fall Semester

_____	University Core	S.H.	3
HIST _____	U.S. Requirement		3
HIST 310	History and Historians		3
_____	Elective		3
_____	Elective		3
		15	

Spring Semester

_____	University Core	S.H.	3
_____	University Core		3
HIST _____	World Regions Requirement		3
_____	Elective		3
_____	Elective		3
		15	

Junior Year

Fall Semester

_____	University Core	S.H.	3
HIST _____	HIST Upper Division Elective		3
HIST _____	HIST Upper Division Elective		3
_____	Upper Division Elective		3
_____	Elective		3
		15	

Spring Semester

_____	University Core	S.H.	3
HIST _____	HIST Upper Division Elective		3
HIST _____	HIST Upper Division Elective		3
_____	Upper Division Elective		3
_____	Elective		3
		15	

Senior Year

Fall Semester

_____	University Core	S.H.	3
HIST _____	HIST Upper Division Elective		3
HIST _____	HIST Upper Division Elective		3
_____	Upper Division Elective		3
_____	Elective		3
		15	

Spring Semester

HIST 5xx	HIST 500-level Seminar	S.H.	3
_____	Upper Division Elective		3

_____	Elective	3
_____	Elective	3
_____	Elective	3

S.H. 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.

Humanities

Director

Áine O’Healy

Faculty

Assistant Professor: Alexandra Neel

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 203, 204;
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

Fall Semester		S.H.
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Foreign Lang. (100-level)	3
		15
Spring Semester		S.H.
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Foreign Language (100-level)	3
_____	Elective	3
		15

Sophomore Year

Fall Semester	S.H.
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ARHS 200	Art of the Western World I <i>or</i>	3
ARHS 201	Art of the West. World II <i>or</i>	(3)
ARHS 202	Modernism	(3)
_____	University Core	3
_____	Foreign Language (200-level)	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester

ARHS 200	Art of the Western World I <i>or</i>	3
ARHS 201	Art of the West World II <i>or</i>	(3)
ARHS 202	Modernism	(3)
_____	University Core	3
_____	University Core	3
_____	Foreign Language (200-level)	3
_____	Elective	3
		15

Junior Year

Fall Semester

_____	University Core	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

Spring Semester

_____	University Core	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

Fall Semester

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
_____	University Core	3
		15

Spring Semester

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
_____	University Core	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.

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.

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, 350 on page 272, 375, and 490.

One course must be a JWST literature elective (upper or lower division), and one course must be a JWST elective on genocide/race.

Liberal Arts

Liberal Arts courses (LIBA), offered by the Bellarmine College of Liberal Arts, are designed to enrich the academic, career-related, and life skills of our students.

Liberal Studies

Director

Bernadette Musetti

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.

Liberal Studies students will develop in their roles as:

- Critical thinkers and creative problem solvers
- Responsible local and global citizens
- Culturally responsive and reflective learners and practitioners
- Collaborators in a community of learners characterized by the Ignatian imagination
- Effective, caring educators who are advocates for equity
- Curricular leaders who value multiple ways of knowing.

There are five components to the Liberal Studies major:

I. University Core Curriculum

40 Semester Hours

Subject-matter requirements set by the Commission on Teacher Credentialing are very specific. Therefore, 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. The core course requirements are spread across 13 courses and three areas—

Foundations, Explorations, and Integrations and include four core "flags." (A fifth "flag" in globalization can be met outside of the core courses).

Foundations

- First Year Seminar (3 semester hours)
- Rhetorical Arts (3 semester hours)
- Quantitative Reasoning: MATH 106—Mathematics for Elementary Teachers (3 semester hours). Liberal Studies majors must take a placement test and either test out of or take MATH 101 as a prerequisite to MATH 106.
- Theological Inquiry (3 semester hours)
- Philosophical Inquiry (3 semester hours)
- Studies in American Diversity: Choose from advisor approved list (3 semester hours)

Explorations

- Creative Experience: Choose from advisor approved list (3 semester hours)
- Historical Analysis and Perspective: "Becoming America" (3 semester hours)
- Nature of Science, Technology, and Mathematics: SCEM 270 on page 429—Experimenting in Science I (4 semester hours)
- Understanding Human Behavior: PSYC 100—General Psychology (3 semester hours)

Integrations: Choose from advisor approved list for each of the following Integrations courses:

- Faith and Reason (3 semester hours)
- Ethics and Justice (3 semester hours)
- Interdisciplinary Connections (3 semester hours)

Additionally, students fulfill the "flag" requirements as follows:

- Writing (2 flags)
- Oral Skills (1 flag)
- Information Literacy (1 flag)
- Quantitative (1 flag)
- Globalization (1 flag)

II. Liberal Studies Major Requirements

36 Semester Hours

- LBST 100; LBST 200; LBST 300: Pre-practicum Field Experience in Education (1 semester hour each course)
- ART 250: Visual Arts for the Elementary Educator (3 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 300: History of Global Encounters Pre-1500 (3 semester hours)
- HIST 301: History of Global Encounters Post-1500 (3 semester hours)
- HIST 366: History of California (3 semester hours)
- MATH 107: Mathematics for Elementary Teachers II (3 semester hours)
- MUSC 104: Fundamentals of Music (3 semester hours) or other advisor approved course
- PSYC 352: Developmental Psychology (3 semester hours)

III. Education Program Requirements

21 Semester Hours

- EDUR 400: Sociocultural Analysis of Education (3 semester hours)
- EDES 401: Educational Psychology for the Childhood and Adolescent Years (3 semester hours)
- EDES 402: Teaching Reading in Today's Elementary Classrooms (3 semester hours)*
- EDES 414: Theories and Policies of Second Language Acquisition (3 semester hours)
- EDES 425: Methodology in English Language Development/Specially Designed Academic Instruction in English (3 semester hours)*
- EDES 434: Elementary School Curriculum and Methods (3 semester hours)*
- EDSS 440: Teaching Culturally Linguistically Diverse Students with Exceptional Needs (3 semester hours)
- EDES 8000: Health Education (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. Electives

Liberal Studies majors fulfill the multiple subjects student teaching requirement for the teaching credential by completing 9 semester hours of EDCE 410 (Directed Teaching), which are applied toward both the semester hour requirement for the baccalaureate degree and the requirements for the credential within the state of California.

V. Concentration

12-18 Semester Hours

In addition to the above requirements, all Liberal Studies majors complete a minimum of 12 semester hours of coursework in a chosen area of concentration which represents a subject area generally taught in elementary schools or a 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.

Bilingual Authorization (9 semester hours)

Credential candidates with the requisite language proficiency can earn a bilingual authorization to teach in either Spanish or Mandarin in an elementary classroom. The authorization requires students to complete part of their coursework and student teaching in a bilingual classroom. The bilingual authorization may contribute to meeting other requirements as well, such as those for particular Concentrations. See the Director of Bilingual Programs if interested in earning the bilingual authorization.

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
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
MATH 106	Math for Elem. Teachers I	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
DANC 384	Creative Dance Children or	3
DANC 385	Movement Arts Children	(3)

EDLC 400	Sociocult. Analysis of Educ	3
EDES 401	Educ. Psych. Childhood	3
MATH 107	Math for Elem Teachers II	3
MUSC 104	Fundamentals of Music	3
		15

Spring Semester		S.H.
DANC 384	Creative Dance Children or	3
DANC 385	Movement Arts Children	(3)
EDLC 414	Theories 2nd Lang. Acq	3
EDSS 440	Intro Cult./Ling. Diverse	3
ENGL 305	Adv. Comp. for Cred. Cand or	3
ENGL 346	Children's Literature	(3)
HIST 301	Global Encntrs post-1500	(3)
		15

Junior Year

Fall Semester		S.H.
EDES 434	Elem. Curric. & Methods	3
EDCE 461	Teaching Perf. Assess 1	0
ENGL 305	Adv. Comp. for Cred. Cand or	3
ENGL 346	Children's Literature	(3)
HIST 300	Global Encntrs pre-1500	3
SCEM 270 on page 429	Experimenting in Science I	3
_____	Concentration Course	3
		15

Spring Semester		S.H.
EDLC 425	ELD Methods/SDAIE	3
EDCE 462	Teaching Perf. Assess 2	0
NLS 271	Experimenting in Science II	3
PSYC 352	Developmental Psychology	3
_____	University Core	3
_____	Concentration Course	3
		15

Senior Year

Fall Semester		S.H.
EDES 409	Rdg/Lang Arts in Elem Curr	3
EDCE 463	Teaching Perf. Assess 3	0
HIST 366	History of California	3
_____	University Core	3
_____	Concentration Course	3
_____	Concentration Course	3
		15

Spring Semester		S.H.
EDCE 410	Directed Teaching, Elem	12
EDCE 464	Teaching Perf. Assess 4	0
EDES 8000	Health Education	0
_____	University Core	3
		15

Note: Coursework completed during this semester must be coordinated such that it does not conflict with the student teaching assignment.

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.

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: José Ignacio Badenes, S.J.

Professors: Jennifer L. Eich, Véronique Flambard-Weisbart, Áine O'Healy
Associate Professors: Rebeca Acevedo, José Ignacio Badenes, S.J.,
Mónica Cabrera, Petra Liedke Konow, Marc Lony, Alicia Partnoy, Antonia Petro

Assistant Professor: Chan Lü

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/Francophone Studies, Modern Languages, or Spanish, or a minor in Chinese, French/Francophone Studies, 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 level) may not be challenged by exam. Students may be exempt from these courses by placing above that level through the LMU online Placement Exam for Chinese, French, German, or Spanish, and by professor evaluation for Italian and Japanese. 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.

The department offers lower division language courses (100-200 level) in Chinese, Japanese, and Filipino which satisfy the language requirements for the Asian and Pacific Studies major and minor.

Language Placement Exam

The online LMU Placement Exam measures your language skills in Chinese, French, German, or Spanish so that you may be placed in the appropriate level of coursework in the Department of Modern Languages and Literatures.

Your score is used for language placement advising purposes and does not become part of your permanent record.

FAQ

When do I need to take a foreign language exam?

You need to take this exam ONLY...

1. If you have taken Chinese, French, German, or Spanish language courses in any educational setting (for example, at a high school or community school or at another university if you are a transfer student) AND you wish to continue taking classes in these languages during the first three semesters at LMU.
2. If you have taken AP language and/or literature courses in the above languages.
3. If you are interested in a minor or major in the above languages so that you can begin at the appropriate level of coursework immediately.
4. If you plan to take language or literature courses in a study abroad program in a country where Chinese, French, German, or Spanish are the language of instruction: Summer, semester, and year-long study abroad programs sometimes require previous foreign language study.
5. If you are a heritage speaker who has learned the language at home and wishes to take language or literature courses in Chinese, French, German, or Spanish.

PLEASE NOTE: If you have NEVER studied Chinese, French, German, or Spanish and wish to do so, you would sign up for the 101 level course in

that language. If you plan to study or travel abroad in the summer before entering LMU, please wait until you return to take the language placement exam.

Where do I take the exam?

You take the exam online. Log into MYLMU, click System Logins > MYLMU Connect. Then click the link "Orientation and Registration Tutorial." Inside the tutorial, on the left side, click the link "Placement Exams." Then click the link for Language Placement and follow the instructions.

If you do not have access to the "Orientation and Registration Tutorial" or cannot access the placement exam for any reason, please contact the Modern Languages and Literatures department at 310.338.3051.

How long does the exam take?

The text takes approximately 20 minutes. You must take this exam in one continuous session; otherwise, your score will not be posted to PROWL.

Can I use books such as a dictionary? Should I guess at the answers?

It is TO YOUR BENEFIT that you answer the questions honestly and without the support of notes, textbooks, parents, or friends: doing otherwise will be considered cheating. In addition, the score will likely place you at a level of coursework above the appropriate one based on your experiences and academic studies.

How do I get my score? Does my advisor get it?

Your score and placement will be displayed at the end of the exam and will be accessible to your advisor through PROWL. However, you are **strongly** encouraged to save a copy for advising and registration.

What if I have problems taking the exam?

Please contact the ITS helpdesk at 310.338.7777.

Chinese

Objectives

The Chinese minor offers skill-based, articulated four-year courses in Mandarin Chinese. Coupled with Study Abroad and research opportunities, the program expects to provide students with opportunities to develop advanced proficiency in Chinese as well as cultural literacy.

Chinese Minor Learning Outcomes

Chinese minors will know:

- Principal aspects of Chinese language
- Macro and micro societal environments and culture in contemporary China
- Tools to analyze the Chinese language, literary production, and social phenomena

Chinese minors will be able to:

- Speak Chinese appropriately and accurately
- Read texts in Chinese that are conceptually abstract and linguistically complex
- Write in Chinese on a variety of topics with precision and in detail
- Conduct cross-linguistic and cultural analyses between Chinese and their native language and culture

Chinese minors will be able to demonstrate that they value:

- Multilingualism and multiculturalism
- Cultural values that are distinctively different from their own
- Social behaviors and mindsets of Chinese people that are deeply rooted and reflected in Chinese language and culture

Minor Requirements

The Chinese minor consists of 18 semester hours above the 102 level: CHIN 203, 204, 305, 306, and two 300-400 level content-based courses offered in the program. The CHIN 101, 102, 203, 204 series is recommended for those who seek a basic speaking, writing, and reading knowledge of the language. This series requires one hour of study/drill session in the language lab each week.

Chinese Placement Exam

Any student who has knowledge of or has had prior instruction in Chinese in high school, community heritage language school, or at a college or university other than LMU must take the Chinese Placement Exam.

This requirement includes students who have taken the AP Chinese Language and Culture Exam in high school. Generally, a student who receives a score of 5 or 4 on the AP Chinese Language and Culture Exam

places in CHIN 204 or higher. Course credit will be given for CHIN 101, 102, and 203 once a student's official scores have been received from the College Board. Final placement is conditional upon the instructor's consent. It is the responsibility of each student to ensure that the official AP scores have been sent to Loyola Marymount University.

To know when and how a student should take a language placement exam in Chinese, please refer to the guidelines provided under Modern Languages and Literatures.

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.

Foreign Literature in English Translation

No knowledge of the foreign language is required.

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 last 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 variety and nature of linguistic practices of French-speaking populations
- The variety and nature of cultural texts of French-speaking populations
- The variety and nature of cultural perspectives in the Francophone world at large
- The representative literary works and cultural texts of Francophone cultures and civilizations, and other diasporic French-speaking populations
- The principal aspects of cultural expressions such as literature, art, social practices, gender, and media of the Francophone world at large
- Theoretical terminology and concepts essential to analyze literary and cultural products.

Majors in French/Francophone Studies will be able to:

- Understand spoken French at the appropriate level
- Speak French at the appropriate level
- Read French at the appropriate level
- Write French at the appropriate level
- Use acquired theoretical and critical skills to textual analysis and scholarly research
- Demonstrate an informed knowledge of literary works developed by French-speaking populations
- Demonstrate an informed knowledge of cultural works developed by French-speaking populations
- Demonstrate an informed knowledge of linguistic varieties developed by French-speaking populations.

Majors in French/Francophone Studies will demonstrate an appreciation for:

- The evolution and variety of perspectives in French-speaking cultures
- The mission of our University
- Transcultural similarities and differences.

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 FREN 500, a senior capstone project (1 semester hour). No more than two (2) upper division French courses may be taken with the Capstone Project without the consent of the department chair.

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 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.

To know when and how a student should take a language placement exam in French, please refer to the guidelines provided under Modern Languages and Literatures.

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

Fall Semester		S.H.
FREN 101	Elementary French I	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
		15
Spring Semester		S.H.
FREN 102	Elementary French II	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester

FREN 203	Intermediate French I
_____	University Core
_____	Elective
_____	Elective
_____	Elective

Spring Semester

FREN 204	Intermediate French II
FREN 301	French Pronunciation Clinic
_____	University Core
_____	University Core
_____	Elective

Junior Year

Fall Semester

FREN 321	Writing Workshop in French
FREN 333	French Lit. and Society I
_____	University Core
_____	Upper Division Elective
_____	Elective

Spring Semester

FREN 314	Stylistics and Translation
FREN 334	French Lit. and Society II
FREN ____	FREN 400-level
_____	University Core
_____	Upper Division Elective

Senior Year

Fall Semester

FREN ____	FREN 400-level
_____	Upper Division Elective
_____	Upper Division Elective
_____	Elective
_____	University Core

Spring Semester

FREN 500	Senior Capstone Project
FREN ____	FREN 400-level
_____	Upper Division Elective
_____	Elective
_____	Elective
_____	University Core

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

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 inter-

cultural 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.

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. GRMN 301 (Mastery of German) is also available on a regular basis.

German Placement and Proficiency Testing

To know when and how a student should take a language placement exam in German, please refer to the guidelines provided under Modern Languages and Literatures.

Once per year in the Spring, the German section offers a general proficiency test in German (ZD) for its graduating minors. The test is internationally recognized and certifies the language skills of the student to prospective employers in the public and private sector.

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:

S.H.
3
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15

S.H.
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S.H.
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16

- 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.

Students with previous knowledge of the language or with course credit in Italian are requested to contact the department to schedule a placement exam.

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 or with a professor in Japanese for evaluation before enrolling in a Japanese language class.

Modern Languages

Modern Languages Major

Objectives

The aim of the Modern Languages Major is twofold: to enable students to develop proficiency in the four language skills—aural, oral, speaking, and writing—in two modern languages, and to develop cultural literacy.

Through a structured and carefully planned group of course offerings and a strong recommendation to participate for a semester or a summer in study abroad programs, the Modern Languages Major will prepare students for a world in which intercultural understanding provides the basis for mutual respect, global harmony, and social justice.

The program will encourage and advise students to embark in study abroad experiences, research opportunities, extracurricular activities, and community-based learning opportunities that will prepare them to speak, understand, and write two foreign languages as well as linguistically analyze them, to know the principal aspects of some of the cultures where those languages are spoken, and to exercise intercultural awareness.

The major is highly desirable for those interested in international communications and access to immigrant populations, in areas including but not limited to business, teaching, social work, theology, law, theatre, and the visual arts. Competence in more than one foreign language, a keen awareness of cultures, and an understanding of the structure of language itself is a compelling combination of skills that will prepare the student for employment in a globalized economy.

Modern Languages Student Learning Outcomes

Modern Languages majors will know:

- The principal aspects of two foreign languages and cultures
- The tools to analyze languages and cultures
- The principal aspects of two cultures and civilizations through the study of their cultural productions such as literature, art, social practices, and media.

Modern Languages majors will be able to:

- Speak, understand, and write two foreign languages as well as linguistically analyze them
- Read a variety of texts in two languages and discuss their content, technique, and cultural significance.

Modern Languages majors will be able to demonstrate that they value:

- Two distinct cultures and civilizations and their cultural productions
- Increasing intercultural awareness
- Multilingualism and the world it opens up for them.

Major Requirements

Two languages combined: Chinese/French; Chinese/German; Chinese/Italian; Chinese/Spanish; French/German; French/Italian; French/Spanish; German/Italian; German/Spanish; Italian/Spanish.

Lower Division Requirements:

24 semester hours consisting of a selection of courses in two languages from CHIN/FREN/GRMN/ITAL/SPAN 101, 102, and CHIN/FREN/GRMN/ITAL/SPAN 203, 204 or SPAN 205.

A minimum grade of C (2.0) is required in all lower division courses for the major.

Upper Division Requirements:

31 semester hours in upper division courses:

12 semester hours in one language and 12 semester hours in a second language

Chinese: CHIN 305 and 306 required, and any other upper division Chinese courses

French: FREN 301, 314, 321 required, and FREN 333 or 334

German: GRMN 301 required, and any other upper division German courses; GRMN 302 and 340 recommended when offered

Italian: Any four upper division ITAL courses; ITAL 321 and 350 recommended when offered

Spanish: SPAN 321, 322, 333 required, and SPAN 331 or 332 or 334

6 semester hours

MDLL 300, and a choice of MDLL 400 or FNLT 480

1 semester hour

MDLL 500—Senior Capstone Project

No more than two upper division courses in the target languages, (either two courses in one language or one from each language) may be taken with the Capstone Project without the consent of the department chair.

A minimum grade of C (2.0) is required in all upper division courses for the major.

Also, these courses are recommended in other departments:

SOCL 105	Cultural Anthropology
POLS 155	Comparative Foreign Governments
CMST 336	Intercultural Communication

Modern Languages Model Four-Year Plan

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 all 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.
___ 101	Language A 101	3
___ 101	Language B 101	3
FFYS 1000	First Year Seminar	3
___ ___	University Core	3
___ ___	University Core	3
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Spring Semester		S.H.
___ 102	Language A 102	3
___ 102	Language B 102	3
___ ___	University Core	3
___ ___	University Core	3
___ ___	University Core	3

Sophomore Year

Fall Semester

___ 203	Language A 203	3
___ 203	Language B 203	3
___	University Core	3
___	Elective	3
___	Elective	3

Spring Semester

___ 204	Language A 204	3
___ 204	Language B 204	3
___	University Core	3
___	University Core	3
___	Elective	3

Junior Year

Fall Semester

___	Language A Upper Division	3
___	Language B Upper Division	3
MDLL 300	Linguistics	3
___	University Core	3
___	Elective	3

Spring Semester

___	Language A Upper Division	3
___	Language B Upper Division	3
MDLL 400	Applied Linguistics	3
	or	
FNLT 480	Comparative Cultures	(3)
___	University Core	3
___	Elective	3

Senior Year

Fall Semester

___	Language A Upper Division	3
___	Language B Upper Division	3
___	Upper Division Elective	3
___	Elective	3
___	University Core	3

Spring Semester

___	Language A Upper Division	3
___	Language B Upper Division	3
MDLL 500	Senior Capstone Project	1
___	Upper Division Elective	3
___	Elective	3
___	University Core	3

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

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 stu-

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dents 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 of Spanish-speaking populations
- The variety and nature of cultural texts of Spanish-speaking populations
- The variety and nature of cultural perspectives of Spanish-speaking populations
- Representative literary works and cultural texts from Spain, Latin America, the U.S., and other Spanish-speaking populations
- Theoretical terminology and concepts essential to analyze literary and cultural texts.

Spanish majors will be able to:

- Understand spoken Spanish at the appropriate level
- Speak Spanish at the appropriate level
- Read Spanish at the appropriate level
- Write Spanish at the appropriate level
- Use acquired theoretical and critical skills to textual analyses and scholarly research
- Demonstrate an informed knowledge of literary works developed by Spanish-speaking populations
- Demonstrate an informed knowledge of cultural products developed by Spanish-speaking populations
- Demonstrate an informed knowledge of 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, 333; 6 semester hours in SPAN 331, 332, or 334; 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 31 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. No more than two (2) upper division Spanish courses may be taken with the Capstone Project without the consent of the department chair. 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.

Spanish Minor

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 Minor: The minor consists of 18 semester hours in upper division courses: SPAN 321, 322, and 333; 6 semester hours in SPAN 331, 332, or 334; 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 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 student's 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.

To know when and how a student should take a language placement exam in Spanish, please refer to the guidelines provided under Modern Languages and Literatures.

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
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
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Spring Semester

		S.H.
SPAN 203	Intermediate Spanish I	3
_____	University Core	3
_____	University Core	3

_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
SPAN 204	Intermediate Spanish II	3
	or	
SPAN 205	Interm. Span. II for Latino	(3)
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
SPAN 321	Stylistics and Composition	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
SPAN 322	Intro to Hispanic Literatures	3
SPAN 333	Spanish Linguistics I	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
		15

Spring Semester		S.H.
SPAN 331	Survey Peninsular Span. Lit	3
	or	
SPAN 332	Survey of Latin Amer. Lit	(3)
	or	
SPAN 334	Spanish Linguistics II	(3)
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
_____	Elective	3
		15

Senior Year

Fall Semester		S.H.
SPAN 331	Survey Peninsular Span. Lit	3
	or	
SPAN 332	Survey of Latin Amer. Lit	(3)
	or	
SPAN 334	Spanish Linguistics II	(3)
SPAN _____	SPAN 400-level	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	3

Spring Semester		S.H.
SPAN _____	SPAN 400-level	3
SPAN _____	SPAN 400-level	3
SPAN 500	Senior Capstone Project	1
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	3

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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

Fall Semester		S.H.
SPAN 204	Intermediate Spanish II	3
	<i>or</i>	
SPAN 205	Interm. Span. II for Latino	(3)
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15
Spring Semester		S.H.
SPAN 321	Stylistics and Composition	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
SPAN 322	Intro to Hispanic Literatures	3
SPAN 333	Spanish Linguistics I	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15
Spring Semester		S.H.
SPAN 331	Survey Peninsular Span. Lit	3
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit	(3)
	<i>or</i>	
SPAN 334	Spanish Linguistics II	(3)
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
SPAN 331	Survey Peninsular Span. Lit	3
	<i>or</i>	
SPAN 332	Survey of Latin Amer. Lit	(3)
	<i>or</i>	
SPAN 334	Spanish Linguistics II	(3)
_____	University Core	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
		15
Spring Semester		S.H.

SPAN ____	SPAN 400-level	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
_____	Elective	3
		15

Senior Year

Fall Semester		S.H.
SPAN ____	SPAN 400-level	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	3
		15
Spring Semester		S.H.
SPAN 500	Senior Capstone Project	1
SPAN ____	SPAN 400-level	3
_____	Upper Division Elective	3
_____	Elective	3
_____	Elective	3
_____	University Core	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.

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: Daniel Speak

Professors: W. Scott Cameron, James G. Hanink, Christopher Kaczor, Mark D. Morelli, Elizabeth Murray (Robert S. Taylor, S.J., Chair in Philosophy), Eric D. Perl, Timothy Shanahan, Robin Wang

Associate Professors: Jason S. Baehr, Brad Elliott Stone, Brian Treanor, Jeffrey Wilson

Assistant Professors: Gretchen Gusich, Virgil Martin Nemoianu, Daniel Speak, Erin C. Stackle

Contact Information

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Telephone: 310.338.1792

Graduate Director: Mark D. Morelli

E-mail: Mark.Morelli@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: Alexis.Dolan@lmu.edu

Philosophy 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, an 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 (ten 600-level courses), successful completion of a reading proficiency examination in French, German, Latin, or Greek, and successful completion of an oral examination. 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 a lecture, with optional videotaping, and a final review of the student's performance. 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.

Oral Examination

The Oral 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 analyze 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.

Philosophy 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:

The Logic sequence: PHIL 220, 221.

The History of Philosophy sequence—PHIL 381, 383, 385, 387. Students are encouraged to take the History of Philosophy sequence in chronological order.

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 198, 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

Fall Semester		S.H.
PHIL 198	Philosophy Special Studies	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
PHIL 220	Critical Thinking	3
PHIL 296	Philosophy Proseminar	3
_____	University Core	3
_____	University Core	3
_____	University Core	3

Sophomore Year

Fall Semester

PHIL 221	Symbolic Logic
_____	University Core
_____	Elective
_____	Elective
_____	Elective

Spring Semester

_____	University Core
_____	University Core
_____	Elective
_____	Elective
_____	Elective

Junior Year

Fall Semester

PHIL 320	Ethics
PHIL 381	Ancient Philosophy
PHIL _____	Upper Division PHIL
_____	Upper Division Elective
_____	University Core

Spring Semester

PHIL 383	Medieval Philosophy
PHIL _____	Upper Division PHIL
PHIL _____	Upper Division PHIL
_____	Upper Division Elective
_____	University Core

Senior Year

Fall Semester

PHIL 385	Modern Philosophy I
PHIL _____	Upper Division PHIL
_____	Elective
_____	Upper Division Elective
_____	University Core

Spring Semester

PHIL 387	Modern Philosophy II
PHIL 495	Senior Assessment
PHIL 500	Senior Project
_____	Upper Division Elective
_____	Elective
_____	University Core

Students may take a maximum of **thirteen upper division** courses in Philosophy.

Political Science

Faculty

Chairperson: Richard Fox

Professors: Richard Fox, Michael A. Genovese, Evan Gerstmann, Fernando J. Guerra

Associate Professors: Lance H. Blakesley, Jodi Susan Finkel, John Parish, Janie S. Steckenrider, Cassandra Veney

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Assistant Professors: Feryal Cherif, Andrew Dilts, Gene Park, Jennifer Ramos, Chris Zepeda-Millán

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. Demonstrate a broad and deep understanding of politics and political science
2. Possess the skills necessary to think critically and communicate effectively about politics
3. Exhibit a commitment to active citizenship and a just society

4-Semester-Hour Political Science Curriculum

Several years ago the Department of Political Science converted all of our upper division courses into 4-semester-hour classes. The goal of this change was to enhance depth and rigor in the Political Science curriculum. All lower division courses still count for 3 semester hours, and upper division courses off by Political Science faculty count for 4 semester hours. This curricular design enables students to take four courses instead of the usual five in at least one semester in both the junior and senior year. Ideally, our curriculum will allow students to take fewer courses overall, while exploring the subject area of their choice in greater depth. The 4-semester-hour courses are more challenging and rigorous. Graduating students surveyed find the courses to be more interesting, demanding, and beneficial to their academic experience. Political Science is one of the only departments across the College to adopt such a model thus far.

Major Requirements

Political Science majors are required to take one social science course from outside the major. The course may be a lower or upper level course in Economics, Geography, Psychology, Sociology, Urban Studies, or any course that satisfies the Understanding Human Behavior requirement of the University Core.

36 semester hours

A. Lower Division Requirements: 4 courses (12 semester hours)

1. Students must take two of the following three courses: POLS 135, 155, and 165.
2. Students must take POLS 210 and 220.
3. An average grade of C (2.0) must be obtained in these courses.

B. Upper Division Requirements: 6 courses (24 semester hours)

1. Students take at least one 500-level seminar.
2. An average grade of C (2.0) must be obtained in courses included in the major.

C. Additional Requirements

1. Students must take at least one course in each of the four sub-fields in Political Science: Political Thought, U.S. Politics, Comparative Politics, and International and World Politics. These courses can be completed at the upper or lower division level.

2. Only 3 or 4 semester hour courses satisfy the subfield requirement.
3. Students must take at least four 4 semester hour courses to complete the major.

Minor Requirements

18 semester hours

- A. Lower Division Requirements: 2 courses (6 semester hours)
1. Students must take two of the following lower division courses: POLS 135, 155, 165, 210, and 220.
- B. Upper Division Requirements: 12 semester hours
1. At least two 4 semester hour courses must be taken to complete the minor. The remaining four semester hours may be completed by taking any of the offered upper division courses.
 2. Of the 12 upper division semester hours, at least one course must be taken in two of the four subfields in Political Science: Political Thought, U.S. Politics, Comparative Politics, and International and World Politics.
 3. Only 3 or 4 semester hour courses satisfy the subfield requirement.
 4. An average grade of C (2.0) must be obtained in the courses included in the minor.

Specific programs should be planned individually with the advice of a faculty advisor.

Honors in Political Science

Students who attain a GPA of 3.6 or higher, both overall and in the major, are automatically eligible to enroll in the Honors Seminar (POLS 581) in the Fall of their senior year and write an Honors Thesis (POLS 591) in the Spring of their senior year. Other students may be invited to pursue Honors by the faculty. 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.

Political Science Model Four-Year Plan

The normal course load is 14-16 semester hours (4-5 classes). By following the model below, a student interested in completing the major 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 135	American Politics	3
	<i>or</i>	
POLS 155	Comparative Politics	(3)
	<i>or</i>	
POLS 165	International Relations	(3)
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
POLS 135	American Politics	3
	<i>or</i>	
POLS 155	Comparative Politics	(3)
	<i>or</i>	
POLS 165	International Relations	(3)
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
POLS 210	Empirical Approaches	3
	<i>or</i>	
POLS 220	Fndtns of Political Thought	(3)
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
POLS 210	Empirical Approaches	3
	<i>or</i>	
POLS 220	Fndtns of Political Thought	(3)
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
POLS _____	POLS Upper Division	4
POLS _____	POLS Upper Division	4
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		14

Spring Semester		S.H.
POLS _____	POLS Upper Division	4
_____	University Core	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
		16

Senior Year

Fall Semester		S.H.
POLS _____	POLS Upper Division	4
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	3
		16

Spring Semester		S.H.
POLS _____	Upper Division Area Req	4
POLS _____	POLS 500 Level	4
_____	Elective	3
_____	University Core	3
		14

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 30 upper division semester hours in any one department, except for Political Science, where the maximum is 32, and Philosophy, where the maximum is 39.

Psychology

Faculty

Chairperson: Ronald K. Barrett

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, David J. Hardy, Joseph W. LaBrie, S.J., Michael E. Mills, Vandana Thadani

Assistant Professors: Adam Fingerhut, Máire Ford, Margaret Kasimatis, Nora Murphy

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
5. Understand psychological principles
6. Evaluate scientific research, including research presented in the media
7. Demonstrate written communication skills on psychological topics
8. Demonstrate oral communication skills on psychological topics
9. Demonstrate an ability to apply psychological principles, including the consideration of ethics and social justice, to contemporary problems/issues
10. 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
11. 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

A minimum grade of C (2.0) is required in all courses for the major.

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.

Pre-major Requirements (3 semester hours):

A minimum grade of C (2.0) is required in the Pre-major Requirement in order to declare or remain a Psychology major. Students must repeat any course in which a grade below C (2.0) is earned.

Human Anatomy and Physiology (HHSC 150)

NOTE: BIOL 101 or a similar course covering anatomy, physiology, or human biology may be substituted for HHSC 150 for students who previously completed such a course with a grade of C (2.0) or better.

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: PSYC 100 or 101, 243 or concurrent enrollment.
2. Brain and Behavior (PSYC 251). Prerequisites: Grade of C (2.0) or higher in each: HHSC 150, PSYC 100 or 101, or consent of instructor.
3. Experimental Methods (PSYC 261). Prerequisites: Grade of C (2.0) or higher in each: PSYC 100 or 101, 241, 243.
4. Nonexperimental Methods (PSYC 265). Prerequisites: Grade of C (2.0) or higher in each: 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 of the above three courses before taking other 400- or 500-level PSYC courses.

4. Four additional upper division PSYC courses (12 semester hours). A maximum of 6 of these 12 semester hours may be at the 300 level.
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 no 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 cumulative 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 fulfills the capstone requirement and is a prerequisite for the Honors Research Thesis. PSYC 545 is in addition to the required 24 semester hours of upper division in the majors.

Minor Requirements

HHSC 150; 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

Fall Semester		S.H.
PSYC 101	Introduction to Psychology	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
HHSC 150	Human Anatomy & Physigy	3
_____	University Core	3
		15

Spring Semester		S.H.
PSYC 241	Stat Methods for Psych	3
PSYC 243	Statistical Methods Lab	1
PSYC 251	Brain and Behavior	3
_____	University Core	3
_____	University Core	3
THST _____	University Core	(3)
_____	Elective	3
		16

Sophomore Year

Fall Semester		S.H.
PSYC 261	Experimental Methods	3
PSYC 265	Nonexperimental Methods	3
_____	University Core	3

Sociology

Faculty

Chairperson: James Faught
 Professors: Stacy Lee Burns, James Faught
 Associate Professors: Peter Hoffman, Nadia Kim, Eric Magnuson, Anna Muraco
 Assistant Professors: Stephanie Limoncelli, David Marple, Rebecca Sager, Mona Seymour, Rachel Washburn

Objectives

As a department, our objectives are to foster the intellectual development of students and to promote lifetime learning experiences. We do

_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
PSYC 401	Cognition	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
PSYC 410	Social Psychology	3
PSYC 415	Lifespan Development	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
PSYC _____	Upper Division*	3
PSYC _____	Upper Division*	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Senior Year

Fall Semester		S.H.
PSYC _____	Upper Division	3
PSYC _____	Upper Division	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	University Core	3
		15

Spring Semester		S.H.
PSYC 5xx	Capstone Requirement	3
PSYC 595	Senior Assessment	0
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	3
		15

A maximum of 6 semester hours of 300 level PSYC may be taken in the major.

Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

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

Sociology majors are required to take one social science course from outside the major. The course may be a lower or upper level course in Economics, Geography, Political Science, Psychology, Urban Studies, or any course that satisfies the Understanding Human Behavior requirement of the University Core.

Lower Division Requirements (9 semester hours):

SOCL 100, 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 and 109, and 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

Fall Semester		S.H.
SOCL 100	Principles of Sociology	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3

Spring Semester

_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3

15

S.H.

Sophomore Year

Fall Semester

SOCL 109	Social Research Methods	3
SOCL 210	Elementary Social Statistics	3
_____	University Core	3
_____	Elective	3
_____	Elective	3

S.H.

3

3

3

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3

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Spring Semester

_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3

S.H.

3

3

3

3

3

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Junior Year

Fall Semester

SOCL 301	Dev. of Sociological Theory	3
_____	University Core	3
SOCL _____	SOCL Upper Div (Area)	3
SOCL _____	SOCL Upper Div (Area)	3
_____	Elective	3

S.H.

3

3

3

3

3

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Spring Semester

SOCL 401	Contemporary Theory	3
_____	University Core	3
SOCL _____	SOCL Upper Div (Area)	3
SOCL _____	SOCL Upper Div	3
_____	Elective	3

S.H.

3

3

3

3

3

15

Senior Year

Fall Semester

SOCL _____	SOCL Upper Div (Area)	3
SOCL _____	SOCL Upper Division	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	University Core	3

S.H.

3

3

3

3

3

15

Spring Semester

SOCL 495	Sociology Seminar	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	3

S.H.

3

3

3

3

3

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Students may take no more than **ten upper division** courses in any one department, except for Philosophy, in which the maximum is thirteen.

Theological Studies

Faculty

Chairperson: Jonathan Rothchild

Professors: Wilkie Au, Douglas Christie, Christopher Key Chapple (Navin & Pratima Doshi Professor of Indic & Comparative Theology), Allan Deck, S.J. (Casassa Chair of Social Values), Roberto Dell'Oro, James L. Fredericks, Michael P. Horan, Amir Hussain, Dorian Llywelyn, S.J., Thomas P. Rausch, S.J. (Chilton Chair), Jeffrey S. Siker, Daniel L. Smith-Christopher

Associate Professors: Anna Harrison, Charlotte C. Radler, Jonathan Rothchild, David Sanchez, Tracy Sayuki Tiemeier

Assistant Professors: Nicholas Denysenko, Cecilia Gonzalez-Andrieu, Gil Klein

Contact Information

Department Chair: Jonathan Rothchild

E-mail: Jonathan.Rothchild@lmu.edu

Undergraduate Director: Charlotte Radler

E-mail: Charlotte.Radler@lmu.edu

Graduate Director: Daniel Smith-Christopher

E-mail: Daniel.Smith-Christopher@lmu.edu

Website: bellarmine.lmu.edu/theology/

Office Location: University Hall 3771

Telephone: 310.338.2873

Fax: 310.338.1947

Theological Studies Graduate Program

Mission Statement

The Master of Arts (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. (Theology) [THEO] or M.A. in 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, including one academic reference. 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 1 for the Fall semester

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

Degree Requirements

MASTER OF ARTS (THEOLOGY) (42 sem. hrs.)

CORE COURSES (7 courses—21 sem. hrs.) in categories A through G:

A) THST 600	Foundations of New Testament Theology or Foundations of Old Testament Theology
THST 603	Foundations of Old Testament Theology
B) THST 620	Foundations of Historical Theology or any one course from the 620s
C) THST 630	Introduction to Systematic Theology
D) THST 660	Foundations of Theological Ethics
E) THST 692	Graduate Pro-Seminar (3 sem. hrs.) (usually taken during the first semester)
F) THST 695	Comprehensive Exam Seminar (3 sem. hrs.) (taken after completing 36 semester hours minimum)
G) THST 696	Directed Research Seminar (3 sem. hrs.) (taken after completing 36 semester hours minimum)

THEOLOGY ELECTIVES (21 sem. hrs.)

Theology students are to complete an additional 21 semester hours for a total of 42 semester hours.

COMPARATIVE THEOLOGY CONCENTRATION

An option for Students in the M.A. (Theology)

M.A. (Theology) students may choose to take elective courses that develop a concentration in Comparative Theology. The concentration in Comparative Theology serves students who wish to focus their program more specifically around questions of religious diversity, inter-religious dialogue, world religions, and comparative theology.

The concentration is comprised of four courses (12 semester hours), one (1) required course (THST 680: Comparative Theology), and three (3) other approved courses, which the student chooses in conjunction with the academic advisor. Students must also fulfill core requirements as listed above, items A through G.

COMPARATIVE THEOLOGY CONCENTRATION—COURSE OFFERINGS

Students who choose to do this Concentration are required to take:

THST 680	Comparative Theology
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In addition, students are required to take three (3) of the following (or other courses approved by the academic advisor in concert with the graduate director):

THST 610	World Religions
THST 611	Islam
THST 612	Indic Religious Traditions: Hinduism
THST 613	Buddhism and Jainism
THST 614	Judaism
THST 615	Classics of Chinese Philosophy (see PHIL 606)
THST 616	Interreligious Dialogue
THST 619	Readings in Religious Literature
THST 643	Feminist Theology: World Perspectives
THST 681	Comparative Religious Ethics
THST 682	Comparative Mysticism

MASTER OF ARTS IN PASTORAL THEOLOGY

CORE COURSES (8 courses—24 sem. hrs.) in categories A through H:

A) THST 600	Foundations of New Testament Theology or Foundations of Old Testament Theology
THST 603	Foundations of Old Testament Theology
B) THST 630	Introduction to Systematic Theology
C) THST 660	Foundations of Theological Ethics or one course from the Historical area (620s)
D) THST 670	Foundations of Pastoral Theology
E) THST 675	Spiritual Formation for Pastoral Ministry
F) THST 692	Graduate Pro-Seminar (3 sem. hrs.) (usually

- taken during the first semester)
- G) THST 689 Supervised Pastoral Field Education (3 sem. hrs.) (student must have completed at least 27 semester hours in order to take this course)
- H) THST 691 Pastoral Synthesis Seminar (3 sem. hrs.) (student must have completed at least 36 semester hours in order to take this capstone course)

- THST 652 The Rites
 THST 671 Pastoral Approaches to Religious Education
 THST 673 Faith and Culture: Catechesis in Southern California
 THST 677 Pastoral Liturgy
 THST 678 The Theology of the Parish
 THST 679 Special Topics in Pastoral Theology
 THST 687 Psychological Foundations of Pastoral Ministry

PASTORAL THEOLOGY ELECTIVES

(18 sem. hrs.)

Pastoral Theology students are required to take one three-semester-hour 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 pursue general interests or a particular concentration. Concentrations are offered in two areas: 1) Pastoral Leadership and 2) Spiritual Direction. Under special circumstances, students may take up to two courses (six semester hours) outside the department.

SPIRITUAL DIRECTION CONCENTRATION

An option for Students in the M.A. in Pastoral Theology

This concentration is designed for anyone enrolled in the Master of Arts in Pastoral Theology who would like to acquire the art of spiritual direction, a ministry of accompanying others in their spiritual journey. The purpose of the concentration is twofold: 1) to provide a course of studies that integrates theology, Scripture, psychology, spirituality, skills acquisition and supervision in the art of spiritual direction and 2) to assist participants to discern whether they are being called to the ministry of spiritual direction.

Upon successful completion of the four required courses listed below, participants will be able to designate that their Master of Arts in Pastoral Theology included a concentration in spiritual direction training.

Students who wish to concentrate their electives in spiritual direction would take the following courses. NOTE: THST 685, Theory and Practice, needs to be taken first; THST 688, Practicum and Supervision, needs to be taken last. The other two courses can be taken whenever opportune, after completing the first course.

- | | |
|----------|---|
| THST 685 | The Theory and Practice of Spiritual Direction |
| THST 686 | Ignatian Spirituality (prerequisite: THST 685) |
| THST 687 | Psychological Foundations of Spiritual Direction (prerequisite: THST 685) |
| THST 688 | Practicum and Supervision in Spiritual Direction (taken after completion of the three courses listed above) |

PASTORAL LEADERSHIP CONCENTRATION

An option for Students in the M.A. in Pastoral Theology

Description:

The concentration is made up of four courses (12 semester hours) that the student chooses from the set of approved courses listed in the Bulletin for this Concentration.

The concentration is designed to educate those who will serve (or who currently serve) as leaders in pastoral settings, either as leaders in specialized ministries or as leaders in general ministry positions. Examples of leaders in specialized ministry: Directors of Religious Education, Directors of Youth Ministry of Campus Ministry, Directors of Catechuminate/RCIA. Leaders in generalist ministries include pastors and Pastoral Associates who are assigned a variety of general duties according to need.

The concentration is deliberately open to the students to design under the guidance of the academic advisor. In this way, students who find themselves actively engaged in, or aspiring to, leadership ministries within schools or parishes will choose courses for the concentration that fit their current or aspired ministry commitments.

Pastoral Leadership Concentration Course Offerings

- | | |
|----------|---|
| THST 670 | Foundations of Pastoral Theology (graduate core course) |
|----------|---|

Students are required to take:

- | | |
|----------|---------------------|
| THST 674 | Pastoral Leadership |
|----------|---------------------|

Students are required to take any two (2) of the following:

- | | |
|----------|---|
| THST 650 | Liturgical Theology: History and Interpretation |
|----------|---|

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. (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

Theological Studies Undergraduate Program

Mission Statement

The Department of Theological Studies engages the LMU student community in thoughtful, critical reflection on faith and religious praxis with a special concern for the Roman Catholic tradition. It offers courses in three areas: A. Sacred Scriptures, Religious Sources, and Traditions; B. Theology, Ethics, and Spirituality; and C. Faith, Culture, and Ministry. We educate the whole person and serve faith by an academic exploration of its possibilities, challenges, and ambiguities while also engaging in ecumenical and interreligious dialogue. We strive to promote justice by the structure of our curriculum and by encouraging students and faculty to engage their theological understanding in a world both graced and broken.

Vision Statement

Loyola Marymount University is the largest Catholic university on the West Coast, in a city that is at once the large Roman Catholic archdiocese in the United States as well as one of the most religiously diverse cities in the world. The Department of Theological Studies has the unique role and responsibility of promoting the study of theology and religion within the University and the broader Los Angeles community. The Department also has a special role to play in helping the University to live out its Mission in the service of faith and the promotion of justice. The urgency of these endeavors is reinforced by the importance of religion in the 21st century in our globalized world.

Program Goals

1. To maintain a challenging and current curriculum for our Majors to provide them with a foundation for pursuing careers as teachers, ministers, or for graduate work in Theological Studies;
2. To maintain a challenging and current curriculum for our Minors to provide them with a solid understanding of theology and religious studies, ethical values, social justice, and spirituality;
3. To maintain a current and challenging set of core curriculum courses that contribute to fulfilling the mission of Loyola Marymount as a Catholic liberal arts University.

Student Learning Outcomes

By virtue of their Theological Studies courses, students should know:

- The beliefs and practices of Christianity, with emphasis on the Catholic Tradition.
- Some of the beliefs and practices of the world's religions.
- Some aspects of how culture, race, gender, class, and ethnicity affect theological reflection.

By virtue of their Theological Studies courses, students should be able to:

- Interpret critically theological and/or religious texts and phenomena through research and writing.
- Express orally and in writing the significance of theological and religious values for church, society, and/or self.
- Integrate religious meaning and lived practice.

By virtue of their Theological Studies courses, students should value:

- The Catholic theological tradition.
- Ecumenical and interreligious dialogue.
- The promotion of justice and the 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 (Junior standing required).

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

Fall Semester		S.H.
THST 100	Intro to the Old Testament	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester		S.H.
THST 110	Intro to the New Testament	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
THST 320	History of Christianity I	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
THST 321	History of Christianity II	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
_____	University Core	3
THST _____	THST 400-level	3
THST _____	THST Upper Division	3
_____	Upper Division Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
THST _____	THST 400-level	3
THST _____	THST 400-level	3
THST _____	THST Upper Division	3
_____	Upper Division Elective	3
_____	University Core	3
		15

Senior Year

Fall Semester		S.H.
THST _____	THST 400-level	3
THST _____	THST 400-level	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	University Core	3
		15

Spring Semester		S.H.
THST 496	Senior Integrating Seminar	3
_____	Upper Division Elective	3
_____	Elective	3
_____	Elective	3
_____	University Core	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.

Urban Studies

Director

Peter R. Hoffman

Faculty

Associate Professor: Peter R. Hoffman

Assistant Professor: Mona Seymour

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

Urban Studies majors are required to take one social science course from outside the major. The course may be a lower or upper level course in Economics, Geography, Political Science, Psychology, Sociology, or any course that satisfies the Understanding Human Behavior requirement of the University Core.

Lower Division Requirements:

15 semester hours:

URBN 100 and 110;

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, 346, 347, 455, and 456;

and 9 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
ECON 374 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 100, 110, 345, 346, 347, and 455.

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

Fall Semester		S.H.
URBN 100	The Urban World	3
FFYS 1000	First Year Seminar	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Spring Semester

Spring Semester		S.H.
URBN 110	Urban Analysis	3
_____	University Core	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
SOCL 109	Social Research Methods	3
AFAM 115	Intro African Amer Studies	3
	or	
APAM 117	Intro Asian Pac Am Studies	(3)
	or	
CHST 116	Intro to Chicana/o Studies	(3)
_____	University Core	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester

S.H.

SOCL 210	Elementary Social Statistics	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
		—

15

Junior Year

Fall Semester		S.H.
URBN 347	Community Development	3
URBN _____	URBN Upper Division	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		—

15

Spring Semester		S.H.
URBN 345	Urban Planning	3
URBN 346	Sustainable Cities	3
_____	University Core	3
_____	Upper Division Elective	3
_____	Elective	3
		—

15

Senior Year

Fall Semester		S.H.
URBN 455	Urban Internship	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	Upper Division Elective	3
_____	University Core	3
		—

15

Spring Semester		S.H.
URBN 456	Senior Project	3
URBN _____	URBN Upper Division	3
_____	Upper Division Elective	3
_____	Elective	3
_____	University Core	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.

Women’s Studies

Faculty

Chairperson: Stella Oh
 Assistant Professors: Stella Oh, Jade Sasser, Trace Voyles

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, 200, and 220.

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, 363, 364, 365, 366, or 461.

Transnationalism and Women in the Third World: WNST 346, 347, 431, 452, or 454.

Gender at the Intersection of Race, Ethnicity, Class, and Sexuality: WNST 341, 342, 343, 344, 345, 348, 349, 440, 445, 453, or 461.

Feminist Aesthetics, Literature, and Cultural Studies: WNST 311, 331, 332, 333, 334, 335, 336, 337, 343, 411, 430, or 431.

Social Movements, Social Justice, and Public Policy: WNST 304, 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
FFYS 1000	First Year Seminar	3

____	University Core	3
____	University Core	3
____	Elective	3
		—
		15

Spring Semester		S.H.
WNST 101	Women of Color in the U.S.	3
____	University Core	3
____	University Core	3
____	University Core	3
____	Elective	3
		—
		15

Sophomore Year

Fall Semester		S.H.
WNST 200	Women/Glbl Communities	3
____	University Core	3
____	Elective	3
____	Elective	3
____	Elective	3
		—
		15

Spring Semester		S.H.
WNST 220	Women's Health & Sexuality	3
____	University Core	3
____	University Core	3
____	Elective	3
____	Elective	3
		—
		15

Junior Year

Fall Semester		S.H.
WNST 302	Investigating Women	3
WNST ____	WNST Upper Div. Cluster	3
____	University Core	3
____	Upper Division Elective	3
____	Elective	3
		—
		15

Spring Semester		S.H.
WNST 301	Feminist Theories	3
WNST ____	WNST Upper Div. Cluster	3
____	University Core	3
____	Upper Division Elective	3
____	Elective	3
		—
		15

Senior Year

Fall Semester		S.H.
WNST ____	WNST Upper Division	3
WNST ____	WNST Upper Div. Cluster	3
____	Upper Division Elective	3
____	Upper Division Elective	3
____	University Core	3
		—
		15

Spring Semester		S.H.
WNST 351	Genders and Sexualities	3
WNST 497	Senior Seminar	3
WNST ____	WNST Upper Division Cluster	3
____	Elective	3
____	University Core	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.

COLLEGE OF BUSINESS ADMINISTRATION

Administration

Dean: Dennis W. Draper

Associate Deans: Reneé Florsheim (Undergraduate), Jack Gregg (Graduate), William Lindsey (Center for Executive Learning)

Directors: Yongsun Paik (Center for Asian Business); Lawrence P. Kalbers (Center for Accounting Ethics, Governance, and the Public Interest); Fred Keisner (Fred Keisner Center for Entrepreneurship); Thomas White (Center for Ethics and Business)

Organization

The College has four Departments, four Centers, and one Program, an MBA Program, and an Executive MBA Program, each led by a Chairperson or Associate Dean:

- Department of Accounting
- Department of Finance and Computer Information Systems
- Department of Management
- Department of Marketing and Business Law
- Center for Accounting Ethics, Governance, and the Public Interest
- Center for Asian Business
- Center for Ethics and Business (courses and activities are offered through the Departments)
- Fred Keisner Center for Entrepreneurship (courses are offered through the Departments)

Graduate Degree Program

The College offers the Master of Business Administration in different formats. The traditional MBA 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.

The College also offers a Master of Science in Accounting.

Baccalaureate Degree Program

The College offers three Baccalaureate Degrees: Bachelor of Business Administration (B.B.A.) with majors in Entrepreneurship, Finance, Marketing, and Management; the Bachelor of Science (B.S.) with a major in Applied Information Management Systems; 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:

Assist 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;

Assist students to 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.

College of Business Administration Curriculum

The courses within the three degree programs (Bachelor of Business Administration, Bachelor of Science [AIMS major], and Bachelor of Science in Accounting) are categorized in six groups:

B.B.A.		Semester Hours (S.H.)
A.	University Core Curriculum	48
B.	Business/Econ. Core Requirement	43
C.	Accounting Major Specific Core	-
D.	Math Requirement	3
E.	Major Requirement	15
F.	Electives	11
Total		120

B.S. (AIMS Major)		S.H.
A.	University Core Curriculum	48
B.	Business/Econ. Core Requirement	43
C.	Accounting Major Specific Core	-
D.	Math Requirement	3
E.	Major Requirement	15
F.	Electives	11
Total		120

B.S. in Accounting		S.H.
A.	University Core Curriculum	48
B.	Business/Econ. Core Requirement	37
C.	Accounting Major Specific Core	9
D.	Math Requirement	3
E.	Major Requirement	24
F.	Electives	5
Total		126

The specific courses in the three curricula are as follows:

A. University Core Curriculum

48 semester hours

B. Business/Economics Core Requirements:

In addition to Macroeconomics (ECON 120) that is a required social studies core class, Business students are required to complete the following economics and statistics classes:

ECON 110	Intro. Microeconomics
ECON 230	Introductory Statistics

Business students are required to complete a series of one-semester-hour "Business Perspective" courses in residence:

BADM 1010	Business Institutions
BADM 1020	Intro to Ethical Decision Models
BADM 1030	Information Technology in Organizations
BADM 1040	Globalization

All Business students are required to complete a series of 3-semester-hour "Core Concept" business courses as part of their degree requirements:

ACCT 2110	Financial Accounting
ACCT 2120	Accounting Information for Decision Making

AIMS 2710	Management Information Systems (must be completed in residence at LMU; B.S. Accounting Majors will take ACCT 3140 in lieu of AIMS 2710, see below)
AIMS 3770	Production Operations Analysis
BADM 4950	Business and Social Responsibility in the Global Economy (must be completed in residence at LMU; B.S. Accounting Majors will take ACCT 4150 in lieu of BADM 4950, see below)
BADM 4970	Strategic Management (must be completed in residence at LMU)
BLAW 2210	Legal and Regulatory Environment
FNCE 3410	Fundamentals of Finance
INBA 3810	International Business Environments and Practices
MGMT 3610	Managing People and Organizations
MRKT 3510	Principles of Marketing

C. Accounting Major Specific Core Courses: The Accounting major requires the following courses in lieu of or in addition to the BBA required core:

ACCT 3140	Accounting Information Systems (In lieu of AIMS 2710, Accounting majors only ; must be completed in residence at LMU)
ACCT 4150	Accounting Ethics, Professionalism, and Public Interest (In lieu of BADM 4950, Accounting majors only ; must be completed in residence at LMU)
BLAW 3210	Business Law Applications and Cases (Accounting majors only ; must be completed in residence at LMU)

D. Math Requirement: All Business students must complete Mathematical Analysis for Business II (MATH 112) with a grade of C (2.0) or higher.

E. Major Requirement: Business students will develop an Academic Plan to identify the degree sought and the major(s) and minors in their degree track program of study. Prior to the first semester of junior year, students must choose a major, Accounting, Applied Information Management Systems, or one of the following majors, if they plan to earn a Bachelor of Business Administration (B.B.A.) degree:

- Entrepreneurship
- Finance
- Management
- Marketing

For each major, the student will complete 15 semester hours of course work as required by the student's major department. 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.

Students working toward a Bachelor of Science in Accounting (B.S.A.) degree will complete 24 semester hours of upper division accounting courses in addition to accounting major-specific business core courses (ACCT 3140, 4150, and BLAW 3210) to be taken in residence at LMU.

F. Electives: Students in the B.B.A. and B.S. (AIMS major) programs have 11 semester hours of electives that may be taken from any College of School within the University, including Business Administration. Agreements are in place with a number of the departments within the University under which students may take all or most of their 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 possibly even a second major. It is recommended that each student consider this possibility in terms of career and personal objectives. Business students may also use their elective semester hours to take additional courses in their major or complete a minor in an area other than their majors. This requires advance planning and consultation with the student's Academic Advisor.

G. Area of Concentration: Students interested in a concentration in **Business Law** or **International Business** may choose three upper division courses, in addition to required business courses, in the area of concentration.

To earn a Concentration in Business Law, students are required to complete Business Law Cases (BLAW 3209) and elect two (6 semester hours) advance Business Law classes. No double counting will be allowed. Accounting Majors will substitute an additional advance Business Law class in lieu of BLAW 3209.

To earn a Concentration in International Business, a CBA student must take three advanced International Business courses (9 semester hours) beyond the core and the courses taken to meet the requirements for their major. No double-counting is permitted. These three courses are:

- INBA 4830 International Management
- INBA 4880 International Finance
- INBA 4898 International Marketing (to be developed) *or*
- MRKT 4597 Marketing Strategy in a Global Environment

If one or more of the above required courses has been taken as a part of the student's major, the following courses may be substituted to fulfill the requirements of the concentration:

- INBA 4840 International Entrepreneurship
- INBA 4850 International Business Law
- INBA 4870 Multinationals and the Third World
- INBA 4872 Managing a Global Workforce
- INBA 4898 Special Studies

The student must, during their LMU program, have participated in an LMU-sponsored or an LMU-approved study abroad program.

It is further recommended, though not an emphasis requirement, that the student take sufficient courses to gain proficiency in a second language in addition to English.

Special Note:

The purpose of the above listing is simply to indicate the overall structure of the three 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.

Subject to the student's qualification, College of Business Administration students may be permitted to take ECON 105 (SATM 620 or higher required) in lieu of economics core requirements, Microeconomics (ECON 110), and Macroeconomics (ECON 120). Students must fulfill the 3 semester hour requirement by taking an intermediate economics class, e.g., Financial Economics (ECON 360) or Managerial Economics (ECON 362), etc., or a non-business elective course.

All Business students must earn a grade of C (2.0) or higher in the following courses: ACCT 2110, 2120; BADM 1010, 1020, 1030, 1040; ECON 105 (or 110 and 120 and ECON 230); and MATH 111 and 112, as these are prerequisites for other required business classes.

Total Program

The B.B.A. and B.S. (AIMS major) degree programs require a minimum of 120 semester hours, and the B.S. in Accounting 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.

Transfer Credit

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. Lower division courses in business and economics that may be accepted in transfer include the equivalents of the following Loyola Marymount courses:

ACCT 2110	Financial Accounting
ACCT 2120	Accounting Information for Decision Making
BLAW 2210	Legal and Regulatory Environment
ECON 110	Introductory Microeconomics
ECON 120	Introductory Macroeconomics
ECON 230	Introductory Statistics

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.

- Upper division business courses may only be transferred from a four-year, AACSB-accredited institution.
- Students must obtain Transfer Course Approval prior to registration in classes at other institutions.

- Students may not enroll in classes offered at other institutions while enrolled at LMU.
- A course that Loyola Marymount offers at the junior level, whether Business or non-business, courses numbered 3000 (300) and above, but was taken by a transfer student at the sophomore level at her/his 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).
- All transfer courses must be taken for a letter grade, and the student must receive a grade of C (2.0) or higher.

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) all in residence at LMU. 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 during the Fall and Spring semesters. The evaluation process will take place during the Fall and Spring semesters 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 and Bachelor of Science (AIMS Major) 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. and the B.S. (AIMS major) degrees.

Freshman Year

Fall Semester

BADM 1010	Business Institutions
ECON 110	Introductory Microeconomics
FFYS 1000	First Year Seminar
MATH 111	Math Analysis for Business I
_____	University Core
_____	University Core

Spring Semester

BADM 1020	Intro Ethical Decision Models
ECON 120	Introductory Macroeconomics
MATH 112	Math Analysis for Business II
_____	University Core
_____	University Core
_____	University Core

Sophomore Year

Fall Semester

ACCT 2110	Financial Accounting
BADM 1030	Information Technology in Organizations
BLAW 2210	Legal & Regulatory Environment
ECON 230	Introductory Statistics
PSYC 100	General Psychology
_____	University Core

Spring Semester

ACCT 2120	Accounting Info for Decision Making
AIMS 2710	Management Info Systems
BADM 1040	Globalization

CMST 140

Junior Year

Fall Semester

FNCE 3410	Fundamentals of Finance
INBA 3810	Intl Business Env & Practices
MGMT 3610	Managing People & Orgs
MRKT 3510	Principles of Marketing
_____	University Core

Spring Semester

AIMS 3770	Prod Operations Analysis
AMCS _____	American Cultures (3 s.h.)
_____	University Core
_____	Major Requirement
_____	Major Requirement

Senior Year

Fall Semester

BADM 4950	Business & Social Resp in the Global Economy
_____	Major Requirement
_____	Major Requirement
_____	University Core
_____	Elective (2 s.h.)

Spring Semester

BADM 4970	Strategic Management
_____	Major Requirement
_____	University Core
_____	Elective (3 s.h.)

Bachelor of Science in Accounting Curriculum

The first year of the program is identical to the Bachelor of Business Administration and Bachelor of Science (AIMS Major) 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.S.A. degree. All 3000- and 4000-level accounting courses must be taken in residence at Loyola Marymount University.

Sophomore Year

Fall Semester

ACCT 2110	Financial Accounting
BADM 1030	Information Technology in Organizations
BLAW 2210	Legal & Regulatory Environment
ECON 230	Introductory Statistics
PSYC 100	General Psychology
_____	University Core

Spring Semester

ACCT 2120	Accounting Info for Decision Making
_____	University Core
BADM 1040	Globalization
CMST 140	Business Communications
_____	University Core
_____	University Core

Junior Year

Fall Semester

ACCT 3110	Intermediate Accounting I
ACCT 3130	Cost Management
FNCE 3410	Fundamentals of Finance
MGMT 3610	Managing People & Orgs
MRKT 3510	Principles of Marketing

Spring Semester

ACCT 3120	Intermediate Accounting II
ACCT 3130	Cost Management
AIMS 3770	Prod. Operations Systems
INBA 3810	Intl Business Env & Practices
_____	University Core

Senior Year

Fall Semester

ACCT 4150	Accounting Ethics, Professionalism, and the Public Interest
ACCT 4110 or ACCT 5110	Advanced Accounting
ACCT 4160	Auditing
_____	University Core
Spring Semester	
ACCT 4120	Income Tax Accounting
BADM 4970	Strategic Management
BLAW 3210	Business Law Apps. and Cases
_____	University Core
_____	Elective (2 s.h.)

Business Administration Minor

Objectives: The Business Administration Minor is designed for and offered to non-business students only. Course content will provide adequate coverage and include the necessary breadth to provide a general understanding of the business discipline. The program has no prerequisites but assumes the students have a sufficient understanding of economics and basic mathematics skills in order to understand fundamental analytical business concepts.

Structure: The Business Administration Minor is designed as a cohort structure, where students take four required foundational courses, two during the Fall semester and two during the Spring semester of their sophomore or junior year. Two additional business electives will be taken during the following semesters and chosen in consultation with the minor advisor. All courses **must be taken in residence** to ensure coherence and completeness of the cohort learning experience. An assessment test will be given after all four foundational courses have been completed, to ensure students have mastered the information covered in these courses. A **minimum cumulative GPA of 2.5 is required** in the minor.

Students are asked to apply for the minor during the Spring semester of their freshman or sophomore year and will be notified of the decision in time for Fall semester registration. Enrollment in the foundational courses will begin during the Fall semester of the sophomore/junior year. In some exceptional cases, the Associate Dean may allow students to apply during the Spring semester of their freshman year and enroll in courses the Fall semester of their sophomore year.

Minor Requirements: All business minor students are required to complete four foundational courses (12 semester hours) and two (6 semester hours) upper division business elective classes, **all with a grade of C (2.0) or higher.**

BADM 3010 Analytical Concepts and Methods for Business

BADM 3020 Economic Environment, Marketing, and Business Law Concepts

BADM 3030 Key Concepts of Accounting and Finance

BADM 3040 Management and Society: Issues in Strategic and Ethical Management

Students will also complete two upper division business classes (6 semester hours) based upon their understanding of foundational courses as well as personal interest and career plan. Upper division and elective courses appropriate for those in the business minor program will be designated by the faculty of each CBA department and in consultation with a business faculty advisor. **All minor required courses must be completed in residence.**

Accounting Minor Requirements

ACCT 2110, 2120, and at least three of the following courses: ACCT 3110, 3120, 3130, and 4120. 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.**

Business Law Concentration

To earn a concentration in Business Law, students are required to complete Business Law Cases (BLAW 3210) and elect two (6 semester hours) advance Business Law classes. No double counting will be allowed. Accounting Majors will substitute an additional advanced Business Law class in lieu of BLAW 3210.

International Business Concentration

To earn a Concentration in International Business, a CBA student must take three advanced International Business courses (9 semester hours) beyond the core and the courses taken to meet the requirements for his or her major. No double counting is permitted. These three courses are:

- INBA 4830 International Management
- INBA 4880 International Finance
- INBA 4989 International Marketing (to be developed) or
- MRKT 4597 Marketing Strategy in a Global Environment

If one or more of the above required courses has been taken as a part of the student's major, the following courses may be substituted to fulfill the requirements of the concentration:

- INBA 4840 International Entrepreneurship
- INBA 4850 International Business Law
- INBA 4870 Multinationals and the Third World
- INBA 4872 Managing a Global Workforce
- INBA 4898 Special Studies

The student must, during their LMU program, have participated in an LMU-sponsored or an LMU-approved Study abroad Program.

It is further recommended, though not an concentration requirement, that the student take sufficient courses to gain proficiency in a second language in addition to English.

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.

Accounting

Faculty

Chairperson: Mahmoud M. Nourayi

Professors: J. Ross Bengel, Alan Cherry, George Dasaro, Lawrence Kalbers (R. Chad Dreier Chair in Accounting), Mahmoud M. Nourayi

Assistant Professors: Laurel Franzen, Susan Gyeszly, Irfan Safdar, Meghna Singhvi, Julie Suh

Clinical Assistant Professors: Nancy Coster, Scott Delanty

Accounting Graduate Program

Objectives

The overall objective of the Master of Science in Accounting (MSA) is to provide an opportunity for students with an undergraduate degree in accounting, or its equivalent, to complete their accounting education in a high quality program that will enhance their future professional growth opportunities. The program will equip students with the necessary advanced knowledge and skills to be productive and ethical accounting professionals and leaders. The Master of Science in Accounting is a 30-semester-hour program that is designed for:

- Students who are enrolled in, or have completed, an undergraduate degree in accounting and wish to enter a master's program that will comply with the 150-hour California requirement for CPA licensure

- Students who have not completed an undergraduate degree in accounting but have met the prerequisites for accounting and business courses

The purpose of the MSA program is to prepare graduates for accounting and managerial positions in public accounting, private industry, management consulting, and government and not-for-profit organizations.

Students must complete the MSA program within five years of their registration date. All academic requirements must be completed in residence.

Learning Outcomes

Specific learning objectives include:

- Develop the skills necessary for critical thinking, professional research, and continuous learning
- Develop a global perspective of business and accounting practices
- Provide a framework for developing leadership and team-building skills
- Provide a framework for recognizing the importance of social responsibility and making ethical business decisions
- Develop effective communication skills and strong interpersonal skills

Major Requirements

The MSA program requires a minimum of 30 semester hours. The program begins in the Fall semester and is completed at the end of the following Summer session (10 months). All students take a minimum of 12 semester hours in the Fall and Spring semesters and 6 semester hours in the Summer. Non-accounting undergraduates must complete prerequisite courses before entering the program (may be completed at LMU). Admission into the MSA program is conditional upon successful completion of prerequisite core accounting coursework. This coursework may be completed at any regionally accredited four-year college or university or may be completed in residence at LMU. The basic core of accounting coursework includes:

- A minimum of 24 semester hours of accounting subjects, including intermediate accounting, advanced accounting, auditing, accounting information systems, cost accounting, and taxation
- A minimum of 24 semester hours in business-related subjects, including 6 semester hours of business law
- A minimum of 7 semester hours of ethics study (may be completed at LMU)

The specific degree requirements for the MSA program include:

1. A minimum of 30 semester hours of graduate coursework approved by the MSA director. This includes 12 semester hours of core MSA graduate accounting courses.
2. Students must have either completed or take as an elective course Accounting Ethics, Professionalism and the Public Interest (ACCT 6150).
3. Each student must complete 9 semester hours of graduate coursework in a specialization of either Tax or Financial Reporting/Audit approved by the MSA director.
4. Up to 6 semester hours of graduate study may be satisfied by completing graduate-level College of Business Administration courses beyond core classes.
5. Each student must successfully complete a written and oral comprehensive case analysis in their final semester.

All MSA students are required to complete the following core courses and select a concentration path in Tax or Financial Reporting/Audit.

Required Core Classes (12 semester hours)

ACCT 6110

Financial Reporting—Star
Financial Accounting Theo

ACCT 6120

Tax Policy, Research, and

ACCT 6130

Accounting Information, An

ACCT 6160

Advanced Auditing

All MSA students who have not completed a 3-semester-hour course in Accounting Ethics and Professionalism must register for **ACCT 6150: Accounting Ethics, Professionalism, and the Public Interest** as an elective class.

Elective Courses

Accounting and Taxation Electives (9 semester hours)

Electives may include: Fraud Examination, Financial Statement Analysis, Valuation, Advanced Accounting Information Systems, Current Issues in Accounting, Accounting Internship, Taxation of Corporations and Shareholders, Taxation of Flow-Through Entities, State and Local Taxation, International Taxation, Estate and Gift Taxation and Planning, and Tax Internship.

Business Electives (6 semester hours)

Students may select any College of Business Administration graduate-level courses beyond the core. Courses must be approved by the MSA director. Students may register for a maximum of 3 semester hours of internship experience (ACCT 6197) and a maximum of 3 semester hours of Directed Studies with the consent of the faculty as approved by the MSA director.

Study Plan

Master of Science in Accounting Curriculum Matrix

Scheduling Options	Summer	Fall	Spring	Summer
Suggested Study Plan A: Semester Hours (courses)	6 (2)	12 (4)	12 (4)	
Suggested Study Plan B: Semester Hours (courses)	6 (2)	12 (4)	6 (2)	6 (2)
Suggested Study Plan C: Semester Hours (courses)		12 (4)	12 (4)	6 (2)
Intensive Business/Income Taxation at Law School OR ACCT/MBA classes (elective)	LLM Course OR ACCT/MBA courses		ACCT/MBA course(s)	LLM Course OR ACCT/MBA courses
Accounting Ethics (non-LMU candidates) (elective)		ACCT 6150	ACCT 6150	
Tax Policy, Research, and Practice (required)		ACCT 6120		
Advanced Auditing (required)		ACCT 6160		
Accounting Information Analysis, Evaluation, and Valuation (required)			ACCT 6130	
Financial Reporting Standard Setting and Financial Accounting Theory (required)			ACCT 6110	
Advanced Accounting Topics (elective)		ACCT 5110		
Corporate Taxation (elective)			ACCT 61xx	
Accounting for CFO (elective)		ACCT 61xx		
Forensic Accounting (elective)			ACCT 61xx	
Other Elective Courses as offered (elective)	ACCT 61xx	ACCT 61xx	ACCT 61xx	ACCT 61xx
Internship (elective)			ACCT 6197	
Directed Study (elective)	ACCT 6199	ACCT 6199	ACCT 6199	ACCT 6199

Accounting Undergraduate Program

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 majoring in Accounting are expected to be prepared for a career in the accounting profession. Therefore, students are expected to be able to describe, apply, and evaluate financial accounting concepts and standards at a professional level. That is:

- 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 2110, 2120; BADM 1010, 1020, 1030, 1040; BLAW 2210; ECON 105 OR ECON 110 and 120, ECON 230; MATH 111; MATH 112.

Upper Division Requirements:

ACCT 3110, 3120, 3130, 3140, 4110 or 5110, 4120, 4150, 4160; AIMS 3770; BADM 4970; BLAW 3210; FNCE 3410; INBA 3810; MGMT 3610; MRKT 3510. 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).

Core, Major, and Elective Accounting Courses:

- ACCT 2110 Financial Accounting
- ACCT 2120 Accounting Information for Decision Making
- ACCT 3110 Intermediate Act I
- ACCT 3120 Intermediate Act II
- ACCT 3130 Cost Management
- ACCT 3140 Acct Information Systems
- ACCT 4110 or ACCT 5110 Advanced Accounting
- ACCT 4120 Income Tax Accounting
- ACCT 4150 Accounting Ethics, Professionalism, & the Public Interest
- ACCT 4160 Auditing
- ACCT 4180 Fraud Examination
- ACCT 4198 Special Studies
- ACCT 4199 Independent Studies
- ACCT 5110 Advanced Accounting Topics

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 required Accounting major courses: 3110, 3120, 3130, 3140, 4110 or 5110, 4120, 4150, and 4160.

Accounting Model Four-Year Plan

The following curriculum represents the order or sequence in which it is expected that students will take the various courses required for the B.S.A. degree. All 3000- and 4000-level accounting courses must be taken in residence at Loyola Marymount University.

Freshman Year

Fall Semester

- BADM 1010 Business Institutions
- ECON 110 Introductory Microeconomics
- FFYS 1000 First Year Seminar
- University Core
- MATH 111 Math Analysis for Business I

University Core

Spring SemesterBADM 1020
ECON 120Intro Ethical Decision Models
Introductory Macroeconomics

University Core

University Core

MATH 112

Math Analysis for Business II
University Core**Sophomore Year****Fall Semester**ACCT 2110
BADM 1030
BLAW 2210
ECON 230
PSYC 100Financial Accounting
Information Technology in Organizations
Legal & Regulatory Environment
Introductory Statistics
General Psychology
University Core**Spring Semester**ACCT 2120
BADM 1040
CMST 140Accounting Info for Decision Making
University Core
Globalization
Business Communications
University Core
University Core**Junior Year****Fall Semester**ACCT 3110
ACCT 3140
FNCE 3410
MGMT 3610
MRKT 3510Intermediate Accounting I
Accounting Info Systems
Fundamentals of Finance
Managing People & Orgs
Principles of Marketing**Spring Semester**ACCT 3120
ACCT 3130
AIMS 3770
INBA 3810Intermediate Accounting II
Cost Management
Prod. Operations Systems
Intl Business Env & Practices
University Core**Senior Year****Fall Semester**

ACCT 4150

Accounting Ethics, Professionalism, and the
Public InterestACCT 4110 or ACCT
5110

Advanced Accounting

ACCT 4160

Auditing
University Core**Spring Semester**ACCT 4120
BADM 4970
BLAW 3210Income Tax Accounting
Strategic Management
Business Law Apps. and Cases
University Core
Elective (2 s.h.)**Academic Plan**

Effective January 1, 2014, accounting students in the state of California are required to have 150 credit hours for CPA licensure. The California Board of Accountancy currently allows candidates to sit for the CPA exam upon completion of their undergraduate degree; however, candidates will need an additional 30 credit hours of accounting courses to be eligible for CPA licensure. (LMU's B.S. in accounting degree requires 126 credit hours.) 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. Their plan might include undertaking minors and/or an additional major/degree or pursuing Master of Science in Accounting at LMU or other graduate acceptable graduate programs. Students are encouraged to discuss with Accounting Department Chair and/or their academic advisor various possible tracks to earn the 150 semester hours.

Business Administration

These courses are designated as BADM in the course descriptions.

Finance, Computer Information Systems and Operations Management**Faculty**

Chairperson: Richard J. Perle

Professors: Benjamin Bobo, Dennis T. Draper, Kweku Ewusi-Mensah, Rachelle Katz, Chun I. Lee, Christopher A. Manning, Micah Officer, Richard J. Perle, Zbigniew H. Przasnyski, Kala Chand Seal

Associate Professors: Susan Elkinawy, Allen Gray, Charles J. Higgins, Linda A. Leon, Robbie Nakatsu, David Offenberg

Assistant Professors: Ying Sai, Joshua D. Spizman

Clinical Professor: Donald M. DePamphilis

Finance**Objectives**

The Bachelor of Business Administration degree—Finance (FNCE) major is to provide students with 1) the necessary skills to perform rigorous financial analysis 2) an adequate understanding of financial markets, institutions, and current issues, in order to 3) to contribute more to organizations in their chosen specialty within finance upon graduation from LMU. Students will develop analytical skills in the application of theory and tools essential to financial planning, investments, financial markets, institutions, and corporate planning while acquiring the vocabulary and critical financial perspectives needed to enhance their careers and personal financial goals.

Learning Outcomes

Learning outcomes for Finance majors are as follows:

Students should be able to understand:

- How to apply finance concepts and techniques in the assessment of firm performance
- 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 capital budgeting and investment decisions
- The determinants and importance of a firm's capital structure
- How foreign exchange rates are determined and how financial managers of multinational firms deal with exchange rate risk
- The determinants of a firm's dividend policy
- Important considerations in working capital management

Major Requirements

Lower Division Requirements:

ACCT 2110, 2120; AIMS 2710; BADM 1010, 1020, 1030, 1040; BLAW 2210; ECON 105 or 110 and 120, 230; MATH 111, 112.

Upper Division Requirements:

AIMS 3770; BADM 4950, 4970; FNCE 3410; INBA 3810; MGMT 3610; MRKT 3510. 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.B.A., Finance major, degree and determination of academic probation, an overall cumulative grade point average of at least a C (2.0) must be obtained in FNCE 3410 and the Finance major courses.

Core, Major, and Elective Finance Courses:

FNCE 3410	Fundamentals of Finance
FNCE 3420	Investments
FNCE 3430	Financial Policy
FNCE 3440	Mergers and Acquisitions
FNCE 3497	Internship
FNCE 4410	Entrepreneurial Finance (ENTR 4310)
FNCE 4420	Real Estate Finance, Investment, and Entrepreneurship
FNCE 4430	Capital Markets
FNCE 4440	Financial Modeling for Decision Support (AIMS 4740)
FNCE 4470	Multinationals and the Third World (INBA 4870)
FNCE 4480	International Finance (INBA 4880)
FNCE 4491	Student Investment Fund: Security Analysis

FNCE 4492	Student Investment Fund: Portfolio Management
FNCE 4493	Student Investment Fund: Investment Research Lab
FNCE 4498	Special Studies
FNCE 4499	Independent Studies

The Finance major is designed to prepare students for careers in the private and public sectors. Students develop skills in the application of concepts and techniques essential to financial planning and control, investments, and corporate planning.

Students with a major in Finance are required to complete five courses in the finance area including three required classes, Investments (FNCE 3420), Financial Policy (FNCE 3430), and Multinationals and the Third World (FNCE 4470) or International Finance (FNCE 4480). Two additional courses are to be chosen from the following classes:

- Multinationals and the Third World (FNCE 4470) or International Finance (FNCE 4480)
- Mergers and Acquisitions (FNCE 3440)
- Entrepreneurial Finance (FNCE 4410)
- Real Estate Finance, Investment, and Entrepreneurship (FNCE 4420)
- Capital Markets (FNCE 4430)
- Special Studies (FNCE 4498)

Student Investment Fund (SIF): Students enrolled in the SIF are permitted to take FNCE 4491 and 4492 (required for the SIF specialty) in lieu of FNCE 3420 and 3430. *SIF students may take FNCE 3430 in addition to the courses listed below as one of their two remaining electives in fulfillment of the major requirements.*

Students are encouraged to speak with Finance faculty and/or their CBA advisor for guidance on selection of specific electives for individual career goals.

Model 4-Year Plan—Bachelor of Business Administration—Finance Major 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. (Finance major) degree.

Freshman Year

Fall Semester

BADM 1010	Business Institutions
ECON 110	Introductory Microeconomics
FFYS 1000	First Year Seminar
_____	University Core
MATH 111	Math Analysis for Business I
_____	University Core

Spring Semester

BADM 1020	Intro Ethical Decision Models
ECON 120	Introductory Macroeconomics
_____	University Core
_____	University Core
MATH 112	Math Analysis for Business II
_____	University Core

Sophomore Year

Fall Semester

ACCT 2110	Financial Accounting
BADM 1030	Information Technology in Organizations
BLAW 2210	Legal & Regulatory Environment
ECON 230	Introductory Statistics
PSYC 100	General Psychology
_____	University Core

Spring Semester

ACCT 2120	Accounting Info for Decision Making
AIMS 2710	Management Info Systems
BADM 1040	Globalization
CMST 140	Business Communications
_____	University Core
_____	University Core

Junior Year

Fall Semester

FNCE 3410	Fund. of Finance
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INBA 3810	Intl Business Env & Practices
MGMT 3610	Managing People & Orgs
MRKT 3510	Principles of Marketing
_____	University Core

Spring Semester

AIMS 3770	Production Operations Analysis
_____	University Core
FNCE 3420	Investment*
FNCE 3430	Financial Policy*
_____	University Core

Senior Year

Fall Semester

BADM 4950	Business & Social Resp in the Global Economy
FNCE _____	Elective
FNCE _____	Elective
_____	University Core
_____	Elective (2 s.h.)

Spring Semester

BADM 4970	Strategic Management
FNCE 4470	Multinational and Third World
_____	or
FNCE 4480	International Finance
_____	Elective (3 s.h.)
_____	University Core

* Students enrolled in the Student Investment Fund (SIF) are permitted to take FNCE 4491 and 4492 (required for the SIF specialty) in lieu of FNCE 3420 and 3430.

Applied Information Management Systems

Objectives

The Bachelor of Business Administration (B.B.A.) degree in Applied Information Management Systems (AIMS) is designed to 1) prepare students for careers in the IT (information technology) field; 2) provide analytical and quantitative skills for careers in such areas as business analytics and consulting; 3) provide hands-on experience with cutting edge information technologies; and 4) teach critical skills to help students continuously adapt to the ever-changing field of information technology and their applications in business. Beginning in Fall 2013, students may also elect a Bachelor of Science (B.S.) degree in AIMS, which will require four courses in the Department of Computer Science, in addition to satisfying all the requirements of the Bachelor of Business Administration in AIMS.

Learning Outcomes

The Applied Information Management Systems major 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 for AIMS majors are as follows:

- Utilize competencies gained from hands-on experience in core information technologies including
 - programming languages
 - database management systems
 - spreadsheets and other software used to analyze data
 - web development techniques and technologies
 - networking and telecommunications
- Apply critical thinking and problem-solving skills when analyzing business problems
- Identify problems, structure problems, propose an IT solution, and solve the problem
- Have the knowledge to plan, manage, develop, and implement information systems in business and organizational settings
- Learn how to effectively work in teams
- Effectively communicate complex technological concepts including
 - a. oral communications
 - b. written communications

Major Requirements

Lower Division Requirements:

ACCT 2110, 2120; AIMS 2710; BADM 1010, 1020, 1030, 1040; BLAW 2210; ECON 105 or 110 and 120, 230; MATH 111 and 112.

Upper Division Requirements:

AIMS 3770; BADM 4950, 4970; FNCE 3410; INBA 3810; MGMT 3610; MRKT 3510.

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 Applied Information Management Systems major, an overall cumulative grade point average of at least a C (2.0) must be obtained in all courses required in the major.

Core, Major, and Elective Applied Information Management Systems Courses:

AIMS 2710	Management Information Systems
AIMS 3710	Database Management Systems
AIMS 3720	Systems Analysis and Design
AIMS 3770	Production Operations Analysis
AIMS 3797	Internship
AIMS 4720	Object-Oriented Programming
AIMS 4730	Business Data Communications
AIMS 4740	Financial Modeling for Decision Support
AIMS 4750	Web-based Development
AIMS 4760	Analytics and Business Intelligence
AIMS 4770	Information Security
AIMS 4797	Capstone Project
AIMS 4798	Special Studies
AIMS 4799	Independent Studies

Bachelor of Business Administration (B.B.A.) in Applied Information Management Systems

All majors in AIMS must complete AIMS 2710, and BADM 1030 before they can start taking the upper division courses.

The B.B.A. in AIMS is intended to provide students with broad technological and business knowledge so that they are equipped to tackle a wide array of problems across many different kinds of jobs and organizational settings. Students with a B.B.A. in AIMS are required to complete five courses in the AIMS area including three required classes: Database Management Systems (AIMS 3710), Programming for Business Applications (AIMS 3730), and Capstone Project (AIMS 4797).

Two additional electives are to be chosen from the following:

AIMS 3720	Systems Analysis and Design
AIMS 4720	Object-Oriented Programming
AIMS 4740	Financial Modeling for Decision Support
AIMS 4750	Web-based Development
AIMS 4730	Business Data Communications
AIMS 4760	Analytics and Business Intelligence
AIMS 4770	Information Technology Security

Note: Students may take CMSI 185 (Computer Programming) in the Frank R. Seaver College of Science and Engineering in lieu of the AIMS programming class (AIMS 3730). However, students who choose to take CMSI 185 to satisfy the programming requirement must take three AIMS electives rather than two. At the same time, CMSI 185 will fulfill the University Science and Technology core curriculum requirement for the AIMS major.

Model 4-Year Plan—Bachelor of Business Administration—Applied Information Management Systems Major 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. (Applied Information Management Systems major) degree.

Freshman Year

Fall Semester

BADM 1010	Business Institutions
ECON 110	Introductory Microeconomics

FFYS 1000

MATH 111

Spring Semester

BADM 1020

ECON 120

MATH 112

Sophomore Year

Fall Semester

ACCT 2110

BADM 1030

BLAW 2210

ECON 230

PSYC 100

Spring Semester

ACCT 2120

AIMS 2710

BADM 1040

CMST 140

Junior Year

Fall Semester

AIMS 3710

AIMS 3730

INBA 3810

MRKT 3510

Spring Semester

AIMS 3770

AIMS 37XX or 47XX

FNCE 3410

MGMT 3610

Senior Year

Fall Semester

AIMS 47XX

BADM 4950

Spring Semester

AIMS 4797

BADM 4970

First Year Seminar

University Core

Math Analysis for Business I

University Core

Intro Ethical Decision Models

Introductory Macroeconomics

University Core

University Core

Math Analysis for Business II

University Core

Financial Accounting

Information Technology in Organizations

Legal & Regulatory Environment

Introductory Statistics

General Psychology

University Core

Accounting Info for Decision Making

Management Info Systems

Globalization

Business Communications

University Core

University Core

Database Mgmt Systems

Programming for Business Applications or AIMS

Elective if took CMSI 185

Intl Business Env & Practices

Principles of Marketing

University Core

Prod Operations Analysis

Elective

Fund. of Finance

Managing People & Orgs

University Core

Elective Programming Requirement

Business & Social Resp in the Global Economy

University Core

Elective (3 s.h.)

Elective (2 s.h.)

Capstone Project

Strategic Management

Elective (3 s.h.)

Elective (3 s.h.)

Bachelor of Science (B.S.) in Applied Information Management Systems

Students electing the B.S. in AIMS degree must complete all the requirements of the B.B.A. degree. In addition, the B.S. in AIMS adds four Computer Science courses (12 units), including CMSI 185 (Computer Programming). CMSI 186 (Programming Laboratory) is also highly recommended, but not required.

A side-by-side comparison of the two degrees, B.B.A. vs. B.S., shows that students can complete the B.S. by taking 120 semester hours, the same as the B.B.A. degree. This is because CMSI 185 satisfies the Science and Technology requirement of the undergraduate core curriculum; in addition, students can use their free electives to satisfy the other three CMSI electives. For more information about the CMSI courses, please consult the Bulletin for course offerings in the Department of Computer Science.

A Comparison of the Two Degrees

	B.B.A.	B.S.	Note
University Core	48	45	(1)
Business Core	43	43	
Math Requirement	3	3	
AIMS major courses	15	15	
CMSI courses	0	12	(2)
Free elective	11	2	
Total	120	120	(3)

Notes:

(1) B.S. majors take three fewer University Core semester hours because the Science and Technology requirement is fulfilled by CMSI 185 Computer Programming. B.B.A. majors also have the option to take CMSI 185 to fill the Science and Technology core requirement.

(2) B.S. majors must take 12 semester hours in the Department of Computer Science, College of Science and Engineering, including a programming language course.

(3) The B.S. degree requires 120 semester hours so that a B.S. student does not need to take any more courses than a regular B.B.A. student.

Management Department and Entrepreneurship Program

Faculty

Chairperson: Jeffrey Gale

Professors: Ellen Ensher, Jeffrey Gale, Edmund Gray, George Hess, David Mathison, Yongsun Paik, Peter Ring, Charles Vance, Thomas White, John T. Wholihan, Anatoly Zhuplev

Associate Professors: Dong Chen, David Choi, Cathleen McGrath

Assistant Professors: Li Dai, Elissa Grossman, Patricia Garcia Martinez, Ivan Montiel

Management**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. Elective courses are chosen by majors who wish to gain specialized instruction in specific areas of management.

Learning Outcomes

The Bachelor of Business Administration—Management Major at LMU will provide undergraduate students with the fundamental theories, problem-solving tools, and current real-world information and actual learning experience necessary to support their entry and ongoing career success as ethical and socially responsible leaders, managers, and supervisors in various organizations, and in particular in their future roles as either HR professionals or everyday practitioners in managing people in the workplace (i.e., administrators, managers, and supervisors). All Management Major students will demonstrate acceptable understanding and skills in:

1. Interpersonal/team effectiveness
2. Communications
3. Key processes of planning/goal setting, decision making, problem solving
4. Critical HR functional areas
5. Career management

Upon completion of requirements for this major,

- students should understand and be able to explain and evaluate the critical role and functions of management in organizations and apply principal concepts and models in the field of management within an organization;
- students should understand and be able to describe and explain how the human resource function in an organization

contributes to overall productivity through its component activities;

- students should understand be able to apply concepts of career planning and management both generally and to their own career.

Major Requirements

Lower Division Requirements:

ACCT 2110, 2120; AIMS 2710; BADM 1010, 1020, 1030, 1040; BLAW 2210; ECON 105 or 110 and 120, 230; MATH 111, 112.

Upper Division Requirements:

AIMS 3770; BADM 4950, 4970; FNCE 3410; INBA 3810; MGMT 3610; MRKT 3510. 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.B.A., Management major, degree and determination of academic probation, an overall cumulative grade point average of at least a C (2.0) must be obtained in all courses required in the major.

Core, Major, and Elective Management Courses:

MGMT 3610	Managing People and Organizations
MGMT 3620	Management Skills
MGMT 3630	Social Network Analysis for Managers
MGMT 3640	Managing Diversity
MGMT 3670	Training and Development
MGMT 3680	Mentoring & Management
MGMT 3697	Internship
MGMT 4610	Leadership
MGMT 4620	Employment Law
MGMT 4630	International Management (INBA 4830)
MGMT 4640	Cross-Cultural Leadership
MGMT 4650	Managing Compensation and Rewards
MGMT 4661	Effective Organizational Governance
MGMT 4670	Human Resource Management Practicum
MGMT 4671	Managing Career Success
MGMT 4672	Managing a Global Workforce (INBA 4872)
MGMT 4680	Employee Relations and Retention
MGMT 4690	Strategic Human Resource Management
MGMT 4698	Special Studies
MGMT 4699	Independent Studies

Management Major Tracks

This major will have two advanced tracks beyond the business core courses to allow the students a choice in more general courses in organizational behavior (OB) to build general management and leadership competencies, or more advanced human resource management (HRM) courses in preparation for careers as human resource (HR) professionals.

To complete the Management Major, students will complete all LMU and CBA core requirements, plus the required Management Skill (MGMT 3620) course, one international management elective, and 3 advanced courses in either the OB or HR Professional track (5 courses overall).

- **Organization Behavior (OB):** Management Skills (MGMT 3620)*, three OB Electives (9 semester hours, see below), International Management Studies—select one: International Management (MGMT 4630), Cross-Cultural Leadership (MGMT 4640), Managing a Global Workforce (MGMT 4672), or a 3-semester-hour internationally-oriented management course taken as part of study abroad.

OB Track electives include the following:

- Social Network Analysis for Managers (MGMT 3630)
- Managing Diversity (MGMT 3640)
- Building Global Career Competence (MGMT 3651)
- Training and Development (MGMT 3670)
- Mentoring and Management (MGMT 3680)
- Leadership (MGMT 4610)
- Effective Organizational Governance (MGMT 4661)
- Managing Career Success (MGMT 4671)
- Employee Relations and Retention (MGMT 4680)
- Special Studies (MGMT 4698)

- **Human Resource Management (HRM):** Management Skills (MGMT 3620), two HRM Electives (6 semester hours, see below), HRM Practicum (MGMT 4670), International Management Studies—select one: International Management (MGMT 4630), Cross-Cultural Leadership (MGMT 4640), Managing a Global Workforce (MGMT 4672), or a 3-semester-hour internationally-oriented management course taken as part of study abroad.

HRM Track electives include the following:

- Building Global Career Competence (MGMT 3651)
- Training and Development (MGMT 3670)
- Mentoring and Management (MGMT 3680)
- Employment Law (MGMT 4620)
- Managing Compensation and Rewards (MGMT 4650)
- Managing Career Success (MGMT 4671)
- Employee Relations and Retention (MGMT 4680)
- Strategic Human Resource Management (MGMT 4690)
- Special Studies (MGMT 4698)

Model 4-Year Plan—Bachelor of Business Administration—Management Major 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. (Management major) degree. All requirements for Management majors with different tracks through the first semester of junior year are identical regardless of student's chosen track. Management majors with different tracks will be expected to follow the track requirements when selecting classes for their major.

Freshman Year

Fall Semester

BADM 1010	Business Institutions
ECON 110	Introductory Microeconomics
FFYS 1000	First Year Seminar
_____	University Core
MATH 111	Math Analysis for Business I
_____	University Core

Spring Semester

BADM 1020	Intro Ethical Decision Models
ECON 120	Introductory Macroeconomics
_____	University Core
_____	University Core
MATH 112	Math Analysis for Business II
_____	Elective

Sophomore Year

Fall Semester

ACCT 2110	Financial Accounting
BADM 1030	Information Technology in Organizations
BLAW 2210	Legal & Regulatory Environment
ECON 230	Introductory Statistics
PSYC 100	General Psychology
_____	University Core

Spring Semester

ACCT 2120	Accounting Info for Decision Making
AIMS 2710	Management Info Systems
BADM 1040	Globalization
CMST 140	Business Communications
_____	University Core
_____	Elective

Organizational Behavior (OB) Track

Junior Year

Fall Semester

FNCE 3410	Fund. of Finance
INBA 3810	Intl Business Env & Practices
MGMT 3610	Managing People & Orgs
MRKT 3510	Principles of Marketing
_____	University Core

Spring Semester

AIMS 3770	Prod Operations Analysis
_____	University Core
MGMT 3620	Management Skills
MGMT _____	OB Elective
_____	University Core

Senior Year

Fall Semester

BADM 4950	Business & Social Resp in the Global Economy
MGMT _____	International
MGMT _____	OB Elective
_____	University Core
_____	Elective (2 s.h.)

Spring Semester

BADM 4970	Strategic Management
MGMT _____	OB Elective
_____	Elective (3. s.h.)
_____	University Core

Human Resource Management Track

Junior Year

Fall Semester

FNCE 3410	Fund. of Finance
INBA 3810	Intl Business Env & Practices
MGMT 3610	Managing People & Orgs
MRKT 3510	Principles of Marketing
_____	University Core

Spring Semester

AIMS 3770	Prod Operations Analysis
_____	University Core
MGMT 3620	Management Skills
MGMT _____	HRM Elective
_____	University Core

Senior Year

Fall Semester

BADM 4950	Business & Social Resp in the Global Economy
MGMT _____	International
MGMT _____	HRM Elective
_____	University Core
_____	Elective (2 s.h.)

Spring Semester

BADM 4970	Strategic Management
MGMT 4670	HRM Practicum
_____	Elective (3. s.h.)
_____	University Core

Entrepreneurship

Objectives

The Bachelor of Business Administration—Entrepreneurship major at LMU will provide undergraduate students with the fundamental theories, critical thinking skills, and real-world awareness necessary to support their launch into careers as entrepreneurs (i.e., founders and leaders of new ventures) or intrapreneurs (i.e., change agents and managers within established, more traditional organizations).

Learning Outcomes

- Students should understand and appreciate the economic and societal importance of entrepreneurship.
- Students should be able to analyze and understand all aspects of a business, integrating concepts across multiple functional areas.
- Students should know how to generate business ideas, evaluate business feasibility, and assemble a comprehensive business plan.
- Students should be able to adopt the perspective and action orientation of a CEO/Founder.

Major Requirements

Lower Division Requirements:

ACCT 2110, 2120; AIMS 2710; BADM 1010, 1020, 1030, 1040; BLAW 2210; ECON 105 or 110 and 120, 230; MATH 111, 112.

Upper Division Requirements:

AIMS 3770; BADM 4950, 4970; FNCE 3410; INBA 3810; MGMT 3610; MRKT 3510. 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.B.A., Entrepreneurship major, degree and determination of academic probation, an overall cumulative grade point average of at least a C (2.0) must be obtained in all courses required in the major.

Core, Major, and Elective Entrepreneurship Courses:

ENTR 3310	Introduction to Entrepreneurship
ENTR 3330	Social Entrepreneurship
ENTR 3350	New Venture Creation
ENTR 3380	Small Business Management
ENTR 3397	Internship
ENTR 4310	Entrepreneurial Finance (FNCE 4410)
ENTR 4320	Real Estate Finance and Investment and Entrepreneurship (FNCE 4420)
ENTR 4340	International Entrepreneurship (INBA 4840)
ENTR 4370	Product Design and Development
ENTR 4381	Managing New Ventures
ENTR 4398	Special Studies
ENTR 4399	Independent Studies

All Entrepreneurship majors must complete the following required courses: Introduction to Entrepreneurship (ENTR 3310), New Venture Creation (ENTR 3350), Entrepreneurial Finance (ENTR 4310), or Managing New Ventures (ENTR 4381), International Management/Entrepreneurship studies, select one: International Entrepreneurship (ENTR 4340), International Management (MGMT 4630), or Managing Global Workforce (MGMT 4672), and an Entrepreneurship Elective. A student who chooses ENTR 4310 as a required course can choose ENTR 4381 as his or her Entrepreneurship Elective; similarly, a student can choose ENTR 4381 as a required course and ENTR 4310 as an Entrepreneurship Elective.

Model 4-Year Plan—Bachelor of Business Administration—Entrepreneurship Major 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. (Entrepreneurship major) degree.

Freshman Year

Fall Semester

BADM 1010	Business Institutions
ECON 110	Introductory Microeconomics
FFYS 1000	First Year Seminar
_____	University Core
MATH 111	Math Analysis for Business I
_____	University Core

Spring Semester

BADM 1020	Intro Ethical Decision Models
ECON 120	Introductory Macroeconomics
_____	University Core
_____	University Core
MATH 112	Math Analysis for Business II
_____	University Core

Sophomore Year

Fall Semester

ACCT 2110	Financial Accounting
BADM 1030	Information Technology in Orgs
BLAW 2210	Legal & Regulatory Environment
ECON 230	Introductory Statistics
PSYC 100	General Psychology
_____	University Core

Spring Semester

ACCT 2120	Accounting Info for Decision Making
AIMS 2710	Management Info Systems
BADM 1040	Globalization
CMST 140	Business Communications
_____	University Core
_____	University Core

Junior Year

Fall Semester

ENTR 3310	Intro to Entrepreneurship
INBA 3810	Intl Business Env & Practices
MGMT 3610	Managing People & Orgs
MRKT 3510	Principles of Marketing
_____	University Core

Spring Semester

AIMS 3770	Prod Operations Analysis
_____	University Core
ENTR 3350	New Venture Creation
FNCE 3410	Fund. of Finance
_____	University Core

Senior Year

Fall Semester

BADM 4950	Business & Social Resp in the Global Economy
ENTR 4310 or	Entrepreneurial Finance
ENTR 4381	Managing New and Growing Ventures
ENTR 4340 or	International Entrepreneurship
MGMT 4630 or	International Management
MGMT 4672	Managing a Global Workforce
_____	University Core
_____	Elective (2 s.h.)

Spring Semester

BADM 4970	Strategic Management
ENTR _____	Entrepreneurship Elective
_____	Elective (3 s.h.)
_____	University Core

Marketing and Business Law

Faculty

Chairperson: Mark Leach

Professors: Arthur Gross-Schaefer, Mark Leach, Gary P. Sibeck, Robert D. Winsor

Associate Professors: Mark Bandsuch, S.J., Alan K. Hogenauer, Ralph L. Quiñones, Andrew Rohm, Sijun Wang

Assistant Professors: Myla Bui-Nguyen, Velitchka D. Kaltcheva

Marketing

Objectives

The Bachelor of Business Administration—Marketing major 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.

Learning Outcomes

- Students should know the core concepts of customer value and marketing mix development within the broader frameworks of business and society.
- Students should understand the environmental, psychological, sociological, and cultural factors impacting businesses and consumers in making buying decisions and marketing mix development.
- Students should understand the impact that ethical and legal forces have on customers' (both business customers and consumers) decision making and marketing mix development.
- Students should acquire analytical skills, both qualitative and quantitative, for solving programs and optimizing the decision processes for businesses and consumers.
- Students should acquire oral and written communication skills.
- Students should learn to work effectively in teams.

Major Requirements

Lower Division Requirements:

ACCT 2110, 2120; AIMS 2710; BADM 1010, 1020, 1030, 1040; BLAW 2210; ECON 105 or 110 and 120, 230; MATH 111, 112.

Upper Division Requirements:

AIMS 3770; BADM 4950, 4970; FNCE 3410; INBA 3810; MGMT 3610; MRKT 3510. 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.B.A., Marketing major, degree and determination of academic probation, an overall cumulative grade point average of at least a C (2.0) must be obtained in all courses required in the major.

Core, Major, and Elective Marketing Courses:

MRKT 3510	Principles of Marketing
MRKT 3520	Marketing Analysis
MRKT 3530	Buyer Behavior
MRKT 3570	Marketing Law (BLAW 3270)
MRKT 3580	Marketing Planning
MRKT 3597	Internship
MRKT 4510	Advertising and Promotion Management
MRKT 4515	Managing Retail & Service Businesses
MRKT 4525	Competitive Strategy
MRKT 4530	Sports Marketing
MRKT 4540	Professional Selling
MRKT 4545	New Product Development
MRKT 4550	Brand Management
MRKT 4555	Marketing to Companies
MRKT 4560	Supply Chain Management & Logistics
MRKT 4570	Pricing Goods & Services
MRKT 4580	Marketing and Consumption in Contemporary Society
MRKT 4597	Marketing Strategy in the Global Environment
MRKT 4598	Special Studies

MRKT 4599

Independent Studies

The Marketing Major Program offers a single "Track." Students begin by completing the foundational marketing course, Principles of Marketing (MRKT 3510), which is a required core business class for all business and accounting majors. Students must then complete two further foundational courses, consisting of Marketing Analysis (MRKT 3520) and Buyer Behavior (MRKT 3530). After this point, students will be required to complete two advanced marketing elective courses of their choice. Students will be permitted to enroll in the elective marketing courses after completing the foundational courses (MRKT 3510, 3520, 3530). Students complete the requirements for the Marketing Major by taking a "capstone" course, Marketing Strategy in the Global Environment (MRKT 4597), which is a course that will integrate their prior coursework in marketing and business and provide a setting under which their prior learning of marketing theory can be considered in an applied context.

Model 4-Year Plan—Bachelor of Business Administration—Marketing Major 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. (Marketing major) degree.

Freshman Year

Fall Semester

BADM 1010	Business Institutions
ECON 110	Introductory Microeconomics
FFYS 1000	First Year Seminar
_____	University Core
MATH 111	Math Analysis for Business I
_____	University Core

Spring Semester

BADM 1020	Intro Ethical Decision Models
ECON 120	Introductory Macroeconomics
_____	University Core
_____	University Core
MATH 112	Math Analysis for Business II
_____	University Core

Sophomore Year

Fall Semester

ACCT 2110	Financial Accounting
BADM 1030	Information Technology in Organizations
BLAW 2210	Legal & Regulatory Environment
ECON 230	Introductory Statistics
PSYC 100	General Psychology
_____	University Core

Spring Semester

ACCT 2120	Accounting Info for Decision Making
AIMS 2710	Management Info Systems
BADM 1040	Globalization
CMST 140	Business Communications
_____	University Core
_____	University Core

Junior Year

Fall Semester

FNCE 3410	Fund. of Finance
INBA 3810	Intl Business Env & Practices
MGMT 3610	Managing People & Orgs
MRKT 3510	Principles of Marketing
_____	University Core

Spring Semester

AIMS 3770	Prod Operations Analysis
_____	University Core
MRKT 3520	Marketing Analysis
MRKT 3530	Buyer Behavior
_____	University Core

Senior Year

Fall Semester

BADM 4950	Business & Social Resp in the Global Economy
MRKT _____	Marketing Elective
MRKT _____	Marketing Elective

_____	University Core
_____	Elective (2 s.h.)
Spring Semester	
BADM 4970	Strategic Management
MRKT _____	Marketing Elective
_____	Elective (3 s.h.)
_____	University Core

Business Law

These courses are designated as BLAW in the course descriptions.

Master of Business Administration

Associate Dean and Director of the MBA Program

Dr. Jack Gregg

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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 <https://apply.embark.com/Grad/LMU/90/>.
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 Admissions Office directly by the oth-

er 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) or Graduate Record Examination (GRE).
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 or GRE results
 4. TOEFL, PTE, or IELTS (when applicable)
 5. two letters of recommendation
 6. a current resume and
 7. 2 years work experience
7. Entrance: Students may enter the program in the Fall, Spring, or Summer.
8. Attendance: Attendance in MBA classes are 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

A student may waive a maximum of 3 out of the 4 eligible core classes, MBAA 601-604. A previously completed course that is used as a basis for a waiver a) must cover equivalent material offered in the LMU MBA program (a course syllabus may be requested), b) must have been taken in a regionally accredited and bachelor degree granting academic institution, c) and must have the course grade posted not more than 5 years prior to MBA Program initial enrollment. A course waiver may be granted only in a student's first term of enrollment in the MBA program. It is recommended that all waiver requests be resolved prior to the start of a student's first term of enrollment.

A waiver may be granted to an applicant with the stipulation that the equivalent course was taken at a AACSB International accredited or regionally accredited 4-year US college or university, and the applicant earned a grade of 3.0 or better on a 4-point scale in the original course. Applicants who completed courses from a 4-year US college or university without AACSB accreditation must have earned a grade of 4.0 on a 4-point scale. Completed courses equivalent to the LMU waiverable core that were taken at schools outside the United States or at non-accredited or non-traditional schools are not acceptable. All waivers are granted at the discretion of the MBA Director or designee.

Challenge Exams

Challenge Exams are only available for the core courses, MBAA 601-604. 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. A leave of absence may be granted for up to one year, at the discretion of the MBA Program Director and Registrar. If a student needs to request a leave of absence, the student must contact the Assistant Director to initiate the process. 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 15 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 Assistant Director 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 Assistant Director or his/her designee. Each student takes responsibility for following the individual curriculum plan initially outlined by the Assistant Director. 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 Assistant Director will serve as Academic Advisor for all MBA students and will meet with students periodically to assist in navigating through the Program curriculum.

Advising is optional, unless a student is on controlled status or academic probation, in which case the student must be advised by the MBA Assistant Director prior to registration. An Advisor Hold is placed on the student's record and will not be removed until the student has been advised.

Registration takes place exclusively online by accessing the PROWL system. 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 on academic probation for two consecutive semesters and/or who has not achieved a "B" (3.0) cumulative 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 Associate Dean.

Please also note that a student can receive no more than two grades below a 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, including 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 Assistant Director.

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- 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

Please refer to the Academic Degree Requirement and Policies section of the University Bulletin for more information.

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 Strategy option, 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. Incomplete grades which are not removed within the time limit given are computed as "I." A student with two Incomplete grades 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 will receive a grade that is 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 Associate Dean. 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 Advisor. The Advisor is the arbiter of the process facilitating Independent Studies.

Jesuit Network

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 about the Jesuit Transfer Network, visit <http://www.jesuitmba.org/>.

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 grants admission to these students on a space available basis.

International Study Classes

Students may take no more than one (1) MBA international study class offered by another Jesuit institution.

MBA Degree Program

To qualify for the Master of Business Administration degree, the admitted student must satisfy the requirements of at least 18-20 courses, depending on which integrative option a student chooses. As many as 3 of the core curriculum courses may be waived for students who demonstrate that they have mastered the body of knowledge contained in them.

All courses are 3 semester hours. Course syllabi are available on the MBA Student Intranet page.

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 9-11 classes depending on the Integrative Option. All courses in the advanced curriculum are electives, 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 below specializations 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
MBAI:	Integrative Experience Courses

Generalization

By nature, MBA programs that are similar to LMU 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 5 advanced electives from at least 3 fields in addition to the specialized Area of Emphasis. An additional requirement is that no more than 2 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 3 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.

Double Emphasis

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. Two integrative options are available:

Option One, 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 co-requisite 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 papers and presentations comprise final outputs for the course.

Option Two allows the student to take 3 designated Strategy electives. Strategy electives are designated by 6X0 or have the word "strategy" or "strategic" in the title. All students who elect this option must take MBAI 610, Management Strategy, plus 2 additional strategy courses. Each designated Strategy elective provides the student with a general management and functional area perspective on the development and implementation of high level corporate strategy. Taken together, the 3

selected electives give the student an integrative view of the total strategic planning and implementing processes. Students who have waived 3 core courses and who choose this option must take a minimum of 15 courses 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.

MBA Advantage Certificate Program for Alumni

Program Description

The MBA Advantage is a certificate program for alumni of LMU and other AACSB International-accredited MBA programs, which provides MBA alumni with the opportunity to complete 3 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

Accounting Decision Systems
Competitive Strategy
Entrepreneurial Organizations
Financial Decision Systems
Human Resource Management
Information and Decision Sciences
International Business Systems
Management and Organizational Behavior
Marketing Management

Dual-Degree Programs

JD/MBA Program

Only full-time law students and those applying to the full-time division of the Law School may apply for admission into the 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.

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.

Admissions

Applicants to the JD/MBA Program must first apply and be accepted separately to both the Law School and the MBA Program. Applicants must successfully complete the first year of Law School before they are eligible to apply to the JD/MBA Program. 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 Assistant Director and Director of Student Affairs at the Loyola Law School. Although no undergraduate business classes are required, students who have taken business courses may qualify to have additional MBA requirements waived (see waiver policy). JD/MBA students must take a minimum of 11 classes in the MBA Program.

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 before students may proceed to the advanced curriculum. Only MBAA 602-604 may be waived and students will have to take additional courses to meet the minimum units required to complete the degree. Either the MBA Assistant Director or the Associate Dean can approve exceptions.

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 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.

Students are advised to contact the Director of Student Affairs at Loyola 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

Two integrative options are available:

1. Comparative Management Systems (MBAI 691)
2. 3 Strategy Courses (MBAI 610 plus any 2 other strategy courses)

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.

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 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 SELP are advised by the SELP Program Director. 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
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

Executive MBA Program

Associate Dean and Director of the Executive MBA Program: William E. Lindsey

Contact Information

Office Location: Conrad N. Hilton Center for Business; Center for Executive Learning

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Website: <http://emba.lmu.edu>

Introduction

The Executive MBA (EMBA) program is a 20-month program for experienced mid-level executives with a bachelor's degree and at least 6 years of professional, managerial, or entrepreneurial experience. Classes meet all day Saturday.

Executive MBA students bring a deep understanding of the workplace and managerial experience into the classroom. Their diverse knowledge base becomes an important shared-learning tool for fellow students, creating a broad range of perspectives on wide-ranging business issues and contributing to a challenging and enriching learning environment. You will enter and graduate as a group having experienced a high level of collaborative learning and exposure to real-world business situations taught from an executive management level perspective.

The current program begins August 2013 and ends in May 2015.

Application Process

The Executive MBA program requires 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.

Admission to the Executive MBA program is individualized and based on a candidate's potential to pursue graduate study. Each candidate is evaluated on the cumulative evidence received 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

Application deadline is July 1. Applications received after the deadline will be considered if spaces are available.

- **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**

This 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 conducted, and the admission 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 pre-payment 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 Executive MBA Curriculum

The Executive MBA curriculum employs a modular structure with the focus shifting from analysis and evaluation in the first half of the program to strategic application and execution in the second half of the program. The 20-month, 58-credit-hour program is presented in four modules. The learning process is accomplished through three levels of integration.

Knowledge Content: To enhance relevance of core business concepts to the workplace, knowledge content (finance, accounting, economics, statistics, marketing, leadership, performance management, and strategy) is presented by instructors with significant real-world experience in theme-based modules that closely approximate their application in real-world situations.

Managerial Competencies: Core managerial competencies (problem solving and decision making, communicating and interpersonal relations) are used to integrate and enhance the application of knowledge, experience, and learned concepts into the workplace.

Integrated Learning Environment: Relevance and enhanced retention are enabled through action-based assignments, illustrative real-world cases studies, integrated skill application projects, and on-scene domestic and international field trips.

The major components of the program are the Classroom Experience, Skills Application Projects, and off-campus Learning Experiences.

Classroom Experience

Classroom sessions are comprised of presentations by highly-qualified faculty and business leaders. Learning is facilitated through interaction between participants and faculty, exercises approximating real management issues, case studies, and exploring management concepts found in readings and text materials. Individual skill development is stressed, with the aim of equipping executives with strategies they can use to improve their own decision-making and leadership capabilities.

Skill Application Projects

Skill application projects provide important experiential learning by "forcing" the use of business concepts learned in the classroom to solve real business problems. Each module or major curriculum focus uses a 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

Learning experiences provide unique educational opportunities that augment classroom instruction. These are fully integrated into the curriculum and also provide experiential learning in the actual practice of management.

- **Executive Leadership Retreat**

You begin the Executive MBA program with a four-day residential retreat where we help you set learning goals, form study teams, and engage in a variety of workshops and team-building exercises. We also include a workshop for our students and their spouses/significant others addressing the importance of achieving balance between family, work, and school.

- **Business Research Skills and Field Research Project**

Midway through the program, you will learn business research skills and conduct an in-depth study of an actual business's sectors and specific companies within it. You will learn how to apply concepts learned in the classroom to actual business situations, and your recommendations and solutions will carry real consequences.

- **Industry/Government Sector Practicum**

We visit a domestic government and/or business center for one week where you gain first-hand exposure to the forces and personalities that shape policies and decisions. You will learn how businesses are currently adapting their operations to successfully compete in today's marketplace. Recent visits have included Sacramento, CA, and the Silicon Valley.

- **International Trip**

Toward the end of the program, you will take a ten-day journey to one or more major, non- U.S. business centers that will broaden your understanding of what it takes to manage in today's global

business environment. In recent years, we have traveled to South America, China, India, Southeast Asia, and Europe. Our students regularly cite the visit as a highlight of the program.

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:

- Fully engage and participate in class discussion
- 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.

The EMBA Curriculum Sequence

The EMBA is built and organized around key business challenges, with courses that integrate core business concepts and tools with real business situations to address these challenges. Credit hours for an individual course may vary from 1 to 4 semester hours, and some courses may not be offered for each class, or in the module indicated; however, total credit hours is 55 semester hours.

The MBA degree is awarded by the College of Business Administration at the successful completion of the program.

The LMU EMBA program consists of 55 semester hours taught over four modules and a concluding Leadership and International Experience. Each module approximates a normal semester. The curriculum is integrated, which means that key concepts are addressed across courses and across modules. The sequence moves from acquiring business knowledge, to applying knowledge in real-world settings at the organizational level, to using knowledge and skills for making strategic decisions and leading change at the firm level.

Module 1: Leadership and Language of Business

This module introduces fundamental leadership principles and to develop skills for assessing the impact of the global economy on the economic value of the firm. Courses aim at improving decision making by laying a solid foundation in leadership, quantitative and analytical skills.

The module includes:

MBAP 601	Financial Accounting
MBAP 604	Applied Business Economics
MBAP 608	Managerial Finance
MBAP 623	Leadership in the 21st Century
MBAP 626	Executive Communications I
MBAP 651	Introduction to Executive Leadership
MBAP 662	Ethics and Spirituality in the Workplace

The coursework is applied in a real-world skill application project, MBAP 611, Corporate Expansion Project, which ties the course work together and provides actual practice in using quantitative data to support a major financial decision.

Module 2: Leadership to Improve Organizational Performance

The focus of this module is to enable executives to maximize human potential for improving organizational performance. Courses expand learning through application of core concepts learned in the previous module. Moreover, students develop an understanding of their own

leadership and decision-making styles that improves both management and leadership ability.

The module includes:

MBAP 602	Accounting and Control
MBAP 609	Topics in Finance, Valuation, and Capital Budgeting
MBAP 612	Leadership Practicum
MBAP 622	Strategic Human Resources Management
MBAP 624	The Manager as Decision Maker
MBAP 627	Executive Communications II
MBAP 662	Ethics and Spirituality in the Workplace
MBAP 663	Professional Growth Planning

By the end of the module students will have gained fundamental knowledge and skills to improve organizational performance. They will understand how to use their own leadership style more effectively. Learning is enhanced through a skill application oriented course, MBAP 612, Leadership Practicum, which includes a capstone business simulation.

Module 3: Business Research and Entrepreneurship

This module provides a transition from managing and leading at the organizational level covered in the first two modules to the strategic perspective at the firm level addressed in latter part of the curriculum.

The module includes:

MBAP 628	Business Research Skills
MBAP 652	Field Study: Conducting Business Domestically
MBAP 698	New Venture Start Up

By the end of the module student will have gained both the knowledge and skills for evaluating a firm's performance in the broader competitive business environment. The focus on entrepreneurship provides a perspective applicable to both start-up or large firms.

Module 4: Strategy in the Global Business Environment

This module expands learning and perspective beyond functional and internal topics to global approaches, presenting a variety of complex and interrelated issues confronting firms in today's global and uncertain business climate.

The module includes:

MBAP 631	Strategic Management
MBAP 632	Applied Macro Economics
MBAP 633	Business in the International Environment
MBAP 634	Marketing and Social-Cultural Environment
MBAP 662	Ethics and Spirituality in the Workplace
MBAP 663	Professional Growth Planning

By the end of this module, students will have acquired both the knowledge and skills required of sophisticated managers. The focus to this point has been mastery of concepts and application of those concepts.

Leadership and International Experience

This experience is the capstone application of previously learned knowledge and skills. The courses' focus is strategic assessment of opportunities and threats facing a firm and then is light of this assessment developing strategic approaches that can lead to a competitive advantage for the firm. The major emphasis is on leadership required to execute strategic direction with specific focus on change management.

The experience includes:

MBAP 613	Business Opportunity Identification
MBAP 614	Strategy Implementation Project
MBAP 645	Demonstrating Leadership
MBAP 646	International Negotiations
MBAP 653	Field Study: Conducting Business Internationally
MBAP 662	Ethics and Spirituality in the Workplace
MBAP 663	Professional Growth Planning

COLLEGE OF COMMUNICATION AND FINE ARTS

Administration

Dean: Bryant Keith Alexander

Associate Deans: Paul Humphreys, Judith Scalin

Assistant Dean: Elaine P. Walker

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 I. 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.

Total Program

120 semester hours are required for graduation with the following distribution:

- a maximum of 36 upper division semester hours in any one department will be accepted toward the 120 semester hours requirement; and
- 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

Chairpersons: Kirsten J. Noreen (Art History), Garland P. Kirkpatrick (Studio Arts)

Professors: Michael Brodsky, Jane Marie Brucker, Rudolf Fleck, Teresa Muñoz, Kirstin J. Noreen, Rev. Michael R. Tang

Associate Professors: Saeri Cho Dobson, Han Dai-Yu, Katherine Anne Harper, Garland P. Kirkpatrick, Dmitry Kmelnitsky, Teresa I. Lenihan, Diane M. Meyer, Damon Willick

Clinical Assistant Professor: Amanda Herring

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 arts. Utilizing an interdisciplinary approach, courses examine the historical development, formal expression, and societal role of visual culture, art, and architecture.

Goals for Art History Majors

Courses expose students to a broad understanding of world history through the visual arts, providing a full awareness of the historical, spiritual, and cultural contexts of the works of art. In addition, classes foster excellent research skills, critical thinking, and advanced writing in preparation for graduate studies or professional careers.

Student Learning Outcomes

Students majoring in Art History should be able to:

- Demonstrate that they comprehend historical contexts for diverse artistic traditions.
- Exhibit knowledge of the impact of diverse cultural contexts on the production and understanding of artistic traditions.

Students majoring in Art History should know:

- Methods for analyzing works of visual culture, art, and architecture within their appropriate historical, social, religious, and philosophical contexts.
- How to think critically and articulate clear ideas about visual culture, art, and architecture and their historical and contemporary significance.
- The necessary research and writing skills to formulate and articulate meaningful statements and documents on visual culture, art, and architecture.

Students majoring in Art History are presented with the opportunity to value:

- The aesthetic, theoretical, and historical properties of works of visual culture, art, and architecture.
- The power of visual culture 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 one 400-level seminar if considering graduate school, and 6 semester hours of a non-Western Art History course (ARHS 316, 318, 320, 321, 420, 421, 425, 428, or any non-Western ARHS 498 course).

Required: One full year of college level foreign language (French or German recommended if considering graduate school).

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
FFYS 1000	First Year Seminar	3
_____	Foreign Language I	3
_____	Core	3
_____	Core	3
		15

Spring Semester		S.H.
ARHS 201	Art of the Western World II	3
_____	Rhetorical Arts	3
_____	Foreign Language II	3
_____	Core	3
_____	Core	3
		15

Sophomore Year**Fall Semester**

ART ____	Lower Division Art Elective	S.H.	3
____	Core		3
____	Core		3
____	Core		3
____	Elective		3

15**Spring Semester**

ARHS 202	Modernism	S.H.	3
ARHS ____	Upper Division		3
____	Core		3
____	Elective		3
____	Elective		3

15**Junior Year****Fall Semester**

ARHS 449	Junior/Senior Seminar in Art History	S.H.	3
	<i>or</i>		
ARHS ____	Upper Division	(3)	
ARHS ____	Upper Division		3
____	Core		3
____	Elective		3
____	Elective		3

15**Spring Semester**

ARHS ____	Upper Division	S.H.	3
ARHS ____	Upper Division		3
____	Core		3
____	Elective		3
____	Elective		3

15**Senior Year****Fall Semester**

ARHS 449	Junior/Senior Seminar in Art History	S.H.	3
	<i>or</i>		
ARHS ____	Upper Division	(3)	
ARHS ____	Upper Division		3
ARHS ____	Upper Division		3
____	Core		3
____	Elective		3

15**Spring Semester**

ARHS 449	Junior/Senior Seminar in Art History	S.H.	3
	<i>or</i>		
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.

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 semester Sophomore year. Entering transfer students are required to declare their chosen emphasis at the time of registration for classes.

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.

Secondary Teacher Preparation in Art**Art Education****B.A. Degree in Studio Arts with an Emphasis in Art Education**

The Art Education Emphasis is designed to create reflective, informed, caring, and capable artists who are skilled in using interpersonal and creative tools for teaching careers in California schools at the secondary level (grades 6-12). Students interested in earning a State of California Single Subject Teaching Credential in Art must fulfill all the requirements for the major in Studio Arts (STAR) with an Emphasis in Art Education (ARTE) and the requirements for a minor in Secondary Education (SEED). With the help of their advisor, students can carefully design a schedule to complete the program during their four years at LMU. Students who seek graduation with an Art Education Emphasis and a teaching credential should ideally declare the Art Education Emphasis as a freshman.

The LMU Secondary Teacher Preparation Program in Art is approved by the California Commission on Teacher Credentialing. The Department of Art and Art History is a fully accredited member of the National Association of Schools of Art and Design.

Students should consult with the Director of Art Education, Professor Terry Lenihan (tlenihan@lmu.edu 310.338.4409) to sign up for the program and to discuss their course of study.

Please contact the School of Education at soeinfo@lmu.edu for information about all available Secondary Teacher Preparation Programs (STPP). All students interested in teaching Art 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. The advisor for

STPP students regarding the School of Education is Terri Taylor (ttaylor@lmu.edu 310.338.7755).

The Center for Undergraduate Teacher Preparation (CUTP) is also available to assist students interested in teaching careers in both secondary and elementary education. Please contact Dr. Bernadette M. Musetti, Senior Director and Associate Professor of Liberal Studies (bmusetti@lmu.edu 310.338.4402). CUTP has a library of information and advice for teachers and also sponsors several informational programs every year. CUTP is located in UH 3404, 310.338.1748.

Major Requirements for a Major in Studio Arts (STAR) with an Emphasis in Art Education (ARTE)

Core Requirements

Consult with the Director of Art Education for Core recommendations. A student pursuing a teaching credential should take EHAP 198 "Becoming America" or any EHAP 198 course that fulfills the Constitution requirement.

Lower Division Requirements (24 semester hours)

24 semester hours of lower division courses: ART 153, 160, 255, 257, 260, 275; ARHS 200 and 201; and ART 154, 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)

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 316, 318, 320, 321, 420, 421, 425, 428 or any non-Western ARHS 498 course).

*Studio Arts Focus Requirement

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 Art Education.

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.

EDLC 400	Sociocultural Analysis of Education**
EDES 401	Educational Psychology for the Childhood and Adolescent Years**
EDCE 412	Fieldwork: Secondary Directed Teaching**
EDLC 414	Theories of Second Language Acquisition
EDLC 425	ELD Methods and SDAIE**
EDES 403	Reading and Content Learning in Middle and Secondary Schools**
EDSS 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 (EHAP 198 "Becoming America" or any EHAP 198 course that fulfills the Constitution requirement)
- 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

Fall Semester		S.H.
ART 153	Drawing I	3
ART 160	Two-Dimensional Design	3
ARHS 200	Art of the Western World I	3
FFYS 1000	First Year Seminar	3
_____	Elective	3
		15

Spring Semester

ART _____	Studio Arts Focus LD (154, 278, 280, or 285)	3
ART 275	Three Dimensional Design	3
_____	Rhetorical Arts	3
_____	Quantitative Reasoning	3
_____	Elective	3
		15

Sophomore Year

Fall Semester		S.H.
ART 257	Painting I	3
ARHS 201	Art of the Western World II	3
_____	Theological Inquiry	3
_____	Philosophical Inquiry	3
_____	Elective	3
		15

Spring Semester

ART 260	Computer Graphics I	3
ART _____	Intermediate Studio Arts Focus - ARTUD	3
ART 255	Field Experience in Art	0
_____	Studies in American Diversity	3
_____	Elective	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
ART 355	Experiencing Art & Social Justice	3
ART 396	Professional Practices in Graphic Design	3
<i>or</i>		
ART 397	Professional Practices in Fine Arts	(3)
_____	Understanding Human Behavior	3
EHAP 198	Historical Analysis & Perspective: "Becoming America," or any other EHAP 198 that fulfills the Constitution requirement	3
_____	Elective	3
		15

Spring Semester

ART _____	Art Elective UD	3
ARHS 419	Contemporary Art History	3
_____	Nature of Science, Technology, & Mathematics	3
_____	Creative Experience	3
_____	Elective	3
		15

Senior Year

Fall Semester		S.H.
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ART 455	Methods in Teaching Secondary Art	3
ART ____	Advanced Studio Arts Focus - ARTUD	3
_____	Faith and Reason	3
_____	Ethics and Justice	3
_____	Elective	3

15

Spring Semester		
ART 490	Senior Design Thesis*	S.H. 3
	<i>or</i>	
ART 497	Senior Thesis in Fine Arts	(3)
ARHS ____	Non-Western Art History (ARHS 320, 321, 420, 421, 425, 428, or any non-Western ARHS 498)	3
_____	Interdisciplinary Connections	3
_____	Elective	3
_____	Elective	3

15

*Students following the Art Education Emphasis with a Studio Arts Focus in Design must complete all prerequisites prior to enrolling in ART 490; see course description.

This schedule is typical. The sequence and choices of courses must be decided in consultation with the Director of Art Education.

It is recommended that each art education student consider declaring a minor. A semester of international study abroad is also recommended. Consult the Study Abroad Office.

Art Education Emphasis with State of California Secondary Teaching Credential and a Minor in Secondary Education (SEED) Model Four-Year Plan

Freshman Year

Fall Semester		
ART 153	Drawing I	S.H. 3
ART 160	Two-Dimensional Design	3
ART 275	Three Dimensional Design	3
ARHS 200	Art of the Western World I	3
FFYS 1000	First Year Seminar	3

15

Spring Semester		
ART ____	Studio Arts Focus LD (ART 154, 278, 280, or 285)	S.H. 3
ART 260	Computer Graphics I	3
ARHS 201	Art of the Western World I	3
_____	Rhetorical Arts	3
_____	Quantitative Reasoning	3
ART 255	Field Experience in ART	0

15

Sophomore Year

Fall Semester		
ART 257	Painting I	S.H. 3
_____	Theological Inquiry	3
_____	Philosophical Inquiry	3
EDLC 400	Sociocultural Analysis of Education	3
EDES 401	Educational Psychology for the Childhood and Adolescent Years	3

15

Spring Semester		
ART ____	Intermediate Studio Arts Focus - ARTUD	S.H. 3
ARHS ____	Non-Western Art History (ARHS 320, 321, 420, 421, 425, 428, or any non-Western ARHS 498)	3
_____	Studies in American Diversity	3
EDLC 414	Theories of Second Language Acquisi-	3

EDSS 440	Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs	3
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15

Junior Year

Fall Semester		
ART 355	Experiencing Art & Social Justice	S.H. 3
ART 396	Professional Practices in Graphic Design	3
	<i>or</i>	
ART 397	Professional Practices in Fine Arts	(3)
_____	Understanding Human Behavior	3
EHAP 198	Historical Analysis and Perspective: "Becoming America" or any other EHAP 198 that fulfills the Constitution requirement	3
_____	Nature of Science, Technology, and Mathematics	3

15

Spring Semester

ART ____	Elective UD	S.H. 3
ARHS 419	Contemporary Art History	3
_____	Creative Experience	3
_____	Faith and Reason	3
EDES 403	Reading and Content Learning in Secondary Schools	3

15

Senior Year

Fall Semester		
ART 455	Methods in Teaching Secondary Art	S.H. 3
ART ____	Advanced Studio Arts Focus - ARTUD	3
_____	Ethics and Justice	3
_____	Interdisciplinary Connections	3
EDLC 425	ELD Methods and SDAIE	3

15

Spring Semester

ART 490	Senior Design Thesis*	S.H. 3
	<i>or</i>	
ART 497	Senior Thesis in Fine Arts	(3)
EDCE 412	Secondary Directed Teaching	12

15

*Students following the Art Education Emphasis with a Studio Arts Focus in Design must complete all prerequisites prior to enrolling in ART 490; see course description.

This schedule is typical. The sequence and choices of courses must be decided in consultation with the Director of Art Education 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.

All students interested in art education are required to consult closely with the CFA Dean's office, the Director of Art Education, 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),
- Printmaking (FAPR),
- or Individualized Studies (FAIS).

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 316, 318, 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 367, 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

ART 153	Drawing I	S.H.	3
ART 160	Two-Dimensional Design		3
FFYS 1000	First Year Seminar		3
_____	Core		3
_____	Core		3
		15	

Spring Semester

ARHS 200	Art of the Western World I	S.H.	3
ART 260	Computer Graphics I		3
	or		
ART 275	Three-Dimensional Design	(3)	
	or		
ART 276	Ceramic Sculpture	(3)	
_____	Rhetorical Arts		3
_____	Core		3
_____	Core		3
		15	

Sophomore Year

Fall Semester

ARHS 201	Art of the Western World II	S.H.	3
ART 260	Computer Graphics I		3
	or		
ART 275	Three-Dimensional Design	(3)	
	or		
ART 276	Ceramic Sculpture	(3)	
ART _____	Concentration LD		3
_____	Core		3
_____	Core		3
		15	

Spring Semester

ARHS 202	Modernism	S.H.	3
ART _____	Concentration LD		3
_____	Core		3
_____	Elective		3
_____	Elective		3
		15	

Junior Year

Fall Semester

ARHS _____	Non-Western Art History (316, 318, 320, 321, 420, 421, 425, 428, or any non-Western 498 course)	S.H.	3
ART 397	Professional Practices Studio Arts		3
ART _____	Concentration UD		3
_____	Core		3
_____	Elective		3
		15	

Spring Semester

ART _____	Concentration UD	S.H.	3
ART _____	Concentration UD for Ceramics, Drawing/Painting, Photography; ART Elective UD for Printmaking		3
_____	Core		3
_____	Elective		3
_____	Elective		3
		15	

Senior Year

Fall Semester

ART _____	Art Elective UD	S.H.	3
ART _____	Concentration UD for Ceramics, Photography, Printmaking; ART Elective UD for Drawing/Painting		3
_____	Core		3
_____	Elective		3
_____	Elective		3
		15	

Spring Semester

ART 497	Senior Thesis	S.H.	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 316, 318, 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 or 374, 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, 383, 388, 453, 480.

ART ____	Elective from Professional or Interdisciplinary Track	3
ART 275	Three-Dimensional Design or	3
ART 276	Ceramic Sculpture Core	(3) 3
		—
		15
Spring Semester		S.H.
ART 303	Experimental Typography	3
ART ____	Elective from Professional or Interdisciplinary Track	3
ART 369	Design Information	3
ARHS ____	Non-Western Art History (316, 318, 320, 321, 420, 421, 425, 428, or any non-Western ARHS 498 course) Core	3 3
		—
		15

Graphic Design Emphasis Model Four-Year Plan

Freshman Year

Fall Semester		S.H.
ART 153	Drawing I	3
ART 160	Two-Dimensional Design	3
FFYS 1000	First Year Seminar	3
____	Core	3
____	Core	3
		—
		15
Spring Semester		S.H.
ART 154	Drawing II or	3
ART 257	Painting I	(3)
____	Rhetorical Arts	3
____	Core	3
____	Core	3
____	Elective	3
		—
		15

Sophomore Year

Fall Semester		S.H.
ART 302	Design: Concept to Form	3
ART 260	Computer Graphics I or	3
____	Core	(3)
ARHS 203	Social Design	3
____	Core	3
____	Elective	3
		—
		15
Spring Semester		S.H.
ART 368	Typography I	3
ART 280	Photography I	3
ARHS 200	Art of the Western World I or	(3)
ARHS 201	Art of the Western World II or	(3)
ARHS 202	Modernism	(3)
____	Core	3
____	Elective	3
		—
		15

Junior Year

Fall Semester		S.H.
ART 360	Graphic Design I	3
ARHS 360	History of Design or	3
	Core	(3)

Senior Year

Fall Semester		S.H.
ART 460	Graphic Design II or	3
ART 468	Typography II Core	(3) 3
____	Core	3
____	Elective	3
____	Elective	3
		—
		15
Spring Semester		S.H.
ART 490	Senior Design Thesis Core	3 3
____	Elective	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 180, 200, 230, 250.

Sound: MUSC 102, 104, 105, 106, 107; RECA 250; THEA 110, 210.

Motion: ANIM 120, 220, 230, 250; DANC 160, 163; PROD 180, 200, 230, 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 411, 412; SCWR 320; THEA 400.

Image: ART 356, 360, 362, 368, 380, 453 or 454, 480; PROD 365, 366.

Sound: MUSC 303, 304,325; RECA 393,398,468, 498; THEA 312, 361

Motion: ANIM 320, 330, 350, 352, 370, 380; 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

Fall Semester		S.H.
ART 160	Two-Dimensional Design	3
FFYS 1000	First Year Seminar	3
_____	Core	3
_____	Elective	3
_____	Elective	3
_____		15

Spring Semester		S.H.
ART 182	Programming for Creative Applications	3
_____	Rhetorical Arts	3
_____	Core	3
_____	Elective	3
_____	Elective	3
_____		15

Sophomore Year

Fall Semester		S.H.
ART 260	Computer Graphics I	3
ARHS 202	Modernism	3
_____	Concentration (LD)	3
_____	Core	3
_____	Core	3
_____		15

Spring Semester		S.H.
ARHS 230	Multimedia Arts Survey	3
_____	Concentration (LD)	3
_____	Core	3
_____	Core	3
_____	Elective	3
_____		15

Junior Year

Fall Semester		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
_____	Elective	3
_____		15

Spring Semester		S.H.
ART 367	Online Computer Art	3
ART 382	Digital Photography	3
_____	Concentration (UD)	3
_____	Core	3
_____	Core	3
_____		15

Senior Year

Fall Semester		S.H.
ART 303	Experimental Typography	3
ART 363	Digital Toolbox	3
ART 374	Motion Graphics	3
_____	Core	3
_____	Elective	3
_____		15

Spring Semester		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.

Communication Studies

Faculty

Chairperson: Wenshu Lee

Professors: Bryant Keith Alexander, Wenshu Lee, Abhik Roy, Dean Scheibel, Philip C. Wander (President’s Professor)

Associate Professors: Barbara J. Busse, Jay B. Busse, Paige Pettyjohn Edley, Michele Hammers, Patricia Oliver, Kyra L. Pearson, Nina Maria Reich

Assistant Professors: Christopher J. Finlay, Craig O. Rich

Clinical Professors: Judy Battaglia, James Bunker, Kathleen Norris, Emily Ravenscoft

Mission

The Communication Studies Department provides students from across the LMU community the communication competencies to pursue their personal, professional, and civic goals. Our department fosters the development of the whole person, promotes a commitment to social justice and cultural diversity, and confronts the most pressing contemporary political, social, and ethical issues of our time. To this end, we prepare students to communicate effectively in the service of human dignity and rights, civic engagement, and global equity.

Our department also is committed to the production of research that furthers disciplinary knowledge, enhances the quality of public discourse, and helps bridge the gap between our curriculum and real world experience. To serve our overall goals, we create an environment in which students and faculty can pursue research, community outreach, and leadership in civic and corporate arenas.

We cultivate in students an increased professional competency that enables them to maximize their post-graduation opportunities for career development. Our curriculum focuses on core competencies in the human communication discipline, which concerns the production, delivery, reception, deployment and criticism of oral, written, visual and electronic messages. Students are expected to demonstrate the following skills:

1. Thinking critically and creatively;
2. Generating effective arguments;
3. Conducting rigorous research;
4. Using new mediated technologies, and

5. Relating communication concepts to everyday practices in culturally diverse and global settings.

Student Learning Outcomes

Upon and after graduation, a Communication Studies major will:

(Foundations)

1. Explain, analyze, and critique basic communication theories and principles
2. Demonstrate ethical approaches to the production, delivery, and analysis of message across interpersonal, group, organizational, public, and global contexts.
3. Assess the needs, interests, and values of an audience.
4. Evaluate argumentative claims and reasoning processes.
5. Support their analyses and arguments with evidence and reasoning.
6. Retain and assess information as active listeners.

(Competencies)

7. Research topics, organize/outline the material, and deliver oral presentations that are designed to influence audience understanding, belief, and action.
8. Research topics, organize/outline the material, and revise written products that are created to influence audience understanding, belief, and action.
9. Research topics, organize/outline the material, and revise visual products that are created to influence audience understanding, belief, and action.
10. Utilize electronic technology as a tool for designing and delivering oral, written, and visual messages to influence audience understanding, belief, and action.

(The Research Experience)

11. Utilize electronic technology as a tool for effective research.
12. Evaluate the credibility of evidence and sources of information.
13. Demonstrate proper citation of sources.
14. Explain, analyze, and critique the methods used to produce communication research and information in communication and other academic disciplines.
15. Compile information and generate new knowledge through the following research approaches: participant observations, focus group, interviewing, survey, and textual analysis.

(Moving Beyond the Classroom)

16. Demonstrate time-bound problem-solving attitude.
17. Explain, analyze, and critique a variety of everyday communicative texts.
18. Apply oral, written, visual and electronic communication skills in professional contexts.
19. Explain and assess the communication of power relations, cultural similarities, and cultural differences in intercultural and global contexts.
20. Articulate the relationships among communication, social justice, and ethics by participating, evaluating, and reporting on critical events concerning social justice.

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).

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). Choose six of the following Application courses* to meet the graduation requirement:

- 330 Advanced Forensics
- 335 Gender Communication
- 336 Intercultural Communication
- 375 Organizational Communication Advanced Topical Seminar

376 Communication and Consulting

385 Political Communication

386 Rhetoric of Social Movements

387 Communication and Legal Practice

393 Topical Seminars in Communication Studies (Offerings may vary each semester based on the expertise of individual professors.) (Students may repeat this course providing the subject matter is not the same.)

490 Communication Practicum

495 Senior Thesis (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.)

*Application courses defined: Advanced courses in which students "apply" communication concepts, theories and research methods to address "real world" issues/problems in concrete contexts. They range in subject matter and conceptual content, yet remain consistent with our departmental mission in social justice, requiring students to apply their knowledge for the purpose of sustaining a more humane and livable world. Application courses are creative and/or theoretical in focus in the critique and/or production of persuasive messages (in oral, written, visual, or electronic form) adapted to target audiences to accomplish ethical and effective change. Students learn to analyze communication messages, understand the relationship between communication, audience, and context, and demonstrate a commitment to cultivating critical thinking skills about the complex role of communication in society locally and globally. Application courses may also offer student opportunities to develop their group and community-oriented communication skills by working in teams or partnering with organizations on and/or off-campus in service learning contexts or internships.

Communication Studies Model Four-Year Plan

Freshman Year

Fall Semester		S.H.
CMST 130	Argumentation and Debate	3
	or	
CMST 170	Interpersonal & Small Group Communication	(3)
CMST 203	Foundations of Communication Theory	3
FFYS 1000	First Year Seminar	3
_____	Core	3
_____	Core	3

		15

Spring Semester

Spring Semester		S.H.
CMST 130	Argumentation & Debate	3
	or	
CMST 170	Interpersonal & Small Group Communication	(3)
CMST 204	Introduction to Research in Communication Studies	3
_____	Rhetorical Arts	3
_____	Core	3
_____	Core	3

		15

Sophomore Year

Fall Semester		S.H.
CMST 351	Contemporary Rhetorical Theory	3
	or	
CMST 352	Theories of Organizational Communication	(3)
_____	Core	3
_____	Core	3
_____	LD Elective*	3
_____	LD Elective*	3

		15
Spring Semester		S.H.

CMST 351	Contemporary Rhetorical Theory <i>or</i>	3
CMST 352	Theories of Organizational Communication	(3)
_____	Core	3
_____	Core	3
_____	LD Elective*	3
_____	LD Elective*	3

15**Junior Year****Fall Semester**

CMST 451	Rhetorical Methods <i>or</i>	S.H. 3
CMST 452	Qualitative Research Methods	(3)
CMST ____	Complete one of the 6 required CMST application courses	3**
_____	Core	3
_____	Core	3
_____	Elective	3

15**Spring Semester**

CMST 451	Rhetorical Methods <i>or</i>	S.H. 3
CMST 452	Theories of Organizational Comm	(3)
CMST ____	Complete one of the 6 required CMST application courses	3**
_____	Core	3
_____	Elective	3
_____	Elective	3

15**Senior Year****Fall Semester**

CMST ____	Complete one of the 6 required CMST application courses	S.H. 3**
CMST ____	Complete one of the 6 required CMST application courses	3**
_____	Elective	3
_____	Elective	3
_____	Elective	3

15**Spring Semester**

CMST ____	Complete one of the 6 required CMST application courses	S.H. 3**
CMST ____	Complete one of the 6 required CMST application courses	3**
_____	Elective	3
_____	Elective	3
_____	Elective	3

15

* Talk with your advisor to use the partial or full credit hours for University electives for a minor or a second major to complement your CMST major for a viable professional or career pathway.

** Talk with your advisor to plan and select your six CMST application courses for a viable professional or career pathway (see below).

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Potential Career Pathway

A degree in Communication Studies (CMST) from Loyola Marymount University provides students with the opportunity to develop essential skills—Writing, Oral Communication, Critical Thinking, and Teamwork—that are in high demand in today's challenging and ever-changing world.

With additional specific education and pre-professional training and experience, our graduates are prepared for a variety of entry-level positions emphasizing both internal and external communication management across corporate, nonprofit, and/or public fields.

Below are a few of those fields:

- Campaign Strategy
- Corporate and Non-profit Communication
- Social Media Management
- Training and Development
- Development/Fundraising
- Human Resources
- Public Relations & Advertising
- Sales and Marketing

Our graduates often successfully pursue additional education, including advanced degrees, in a variety of academic fields. These fields include:

- Communication Studies and related fields
- Mediation/Conflict Resolution
- Education
- Law
- Business

Dance—Department of Theatre Arts and Dance**Faculty**

Co-chairperson: Patrick Damon Rago

Professors: Scott T. Heinzerling, Judith M. Scalin

Associate Professor: Patrick Damon Rago

Assistant Professors: Teresa L. Heiland, Rosalynde LeBlanc Loo

Mission

Framed by the Mission of Loyola Marymount University, the LMU Dance Program is committed to the inquiry and practice of dance as a creative, expressive art form that is integral to life.

The program believes that the study of dance engages the student as a whole person - body, mind, and spirit.

Guided by collaborative partnerships with teachers and scholars, opportunities to engage prominent dance artists, as well as participation within the diverse cultural and dance communities of Los Angeles and beyond, LMU Dance prepares students for a variety of career paths in dance and related areas of professional engagement.

The program provides a strong, unified learning community that works with deep intention, cooperation, and flexible engagement in performance, scholarship, choreography, and social action.

Housed in the Department of Theatre Arts and Dance, the Dance Program offers coursework for the dance major, the dance minor, and the general student population who wish to pursue dance as part of the core curriculum, as electives, and for the purposes of a liberal arts education.

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 26 semester hours: DANC 377, 378, 380, 381 (counts also as core), 388, 459, 460, 461 (minimum of C [2.0] grade), 462, 480, 481 (counts also as core), 484; and taken for at least 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 Generalist Model Four-Year Plan

Freshman Year

Fall Semester		S.H.
DANC 100	Orientation to Dance	1
DANC 101	Principles of Movement	1
DANC 160	Fundamentals of Dance Composition I	3
DANC ____	Modern	1
DANC ____	Ballet	1
FFYS 1000	First Year Seminar	3
____	Core	3
____	Core	3
		16

Spring Semester		S.H.
DANC 161	Fundamentals of Dance Composition II	3
DANC 183	Stagecraft	1
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	World Dance	2
____	Rhetorical Arts	3
____	Core	3
____	Core	3
		17

Sophomore Year

Fall Semester		S.H.
DANC 260	Laban Movement Analysis	3
DANC ____	Modern	1
DANC ____	Ballet	1
____	Core	3
____	Core	3
____	Elective	3
		14

Spring Semester		S.H.
DANC 262	Dance Styles and Form	3
DANC 281	History of Dance Theatre	3
DANC ____	Modern	1
DANC ____	Ballet	1
____	Core	3
____	Elective	3
		14

Junior Year

Fall Semester		S.H.
DANC 377	Dance Production	1
DANC 381	To Dance Is Human	3
DANC 388	Careers in Dance	1
DANC 480	Kinesiology I	3
DANC ____	Modern	1
DANC ____	Ballet	1
____	Core	3
____	Elective	3
		14

Spring Semester		16
DANC 481	Kinesiology II	3
DANC 484	Principles of Teaching Dance	3
DANC ____	Ballet	1
DANC ____	Modern	1
DANC ____	World Dance	2
____	Elective	3
____	Elective	3
		16

Senior Year

Fall Semester		S.H.
DANC 380	Music for Dance	3
DANC 459	Senior Thesis Preparation	0
DANC 460	Dance Theory & Criticism	3
DANC 462	Mentorship: Senior Thesis (0-1)	0
DANC ____	Modern	1
DANC ____	Ballet	1
____	Core	3
____	Elective	3
		14

Spring Semester		S.H.
DANC 378	Service Project	0
DANC 461	Senior Thesis Project	3
DANC 462	Mentorship: Senior Thesis (0-1)	0
DANC ____	Modern	1
DANC ____	Ballet	1
____	Elective	3
____	Elective	3
____	Elective	2
		13

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 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 28 semester hours: DANC 360, 380, 381 (counts as core), 384, 388, 459, 460 (or PHIL 352), 461 (minimum of C [2.0] grade), 462, 480, 481 (counts as 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 Performance Model Four-Year Plan

Freshman Year

Fall Semester		S.H.
DANC 100	Orientation to Dance	1
DANC 101	Principles of Movement	1
DANC 160	Fundamentals of Dance Composition I	3
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	Jazz Dance	1
DANC ____	Friday Dance Workshop (0-1)	0
FFYS 1000	First Year Seminar	3
____	Core	3
		14

Spring Semester		S.H.
DANC 161	Fundamentals of Dance Composition II	3
DANC 183	Stagecraft for Dancers	1
DANC 279	Rehearsal & Performance I	1
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	Jazz Dance	1
DANC ____	World Dance	1
____	Rhetorical Arts	3
____	Core	3
		15

Sophomore Year

Fall Semester		S.H.
DANC 260	Laban Movement Analysis	3
DANC 279	Rehearsal & Performance I (0-1)	0
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	Jazz Dance	1
DANC ____	Yoga	1
____	Core	3
____	Core	3
____	Elective	3
		16

Spring Semester		S.H.
DANC 262	Dance Styles and Forms	3
DANC 279	Rehearsal & Performance I	1
DANC 281	History of Dance Theatre	3

DANC 384	Creative Dance for Children	3
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	Jazz Dance	1
DANC ____	Dance Technique Elective (0-1)	0
____	Elective	3
		16

Junior Year

Fall Semester		S.H.
DANC 279	Rehearsal & Performance I	0
DANC 360	Advanced Choreography	3
DANC 381	To Dance Is Human (core)	3
DANC 388	Careers in Dance	1
DANC 480	Kinesiology I	3
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	Jazz Dance	1
DANC ____	World Dance	0
____	Core	3
		16

Spring Semester		S.H.
DANC 377	Dance Production	1
DANC 479	Rehearsal & Performance II	1
DANC 481	Kinesiology II (core)	3
DANC 484	Principles of Teaching Dance	3
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	Jazz Dance	1
DANC ____	Pilates	1
____	Core	3
		15

Senior Year

Fall Semester		S.H.
DANC 359	Senior Thesis Preparation	0
DANC 380	Music for Dance	3
DANC 460	Dance Theory & Criticism	3
DANC 462	Mentorship: Senior 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
____	Elective	3
		15

Spring Semester		S.H.
DANC 378	Service Project	0
DANC 461	Senior Thesis Project	3
DANC 462	Mentorship: Senior Thesis (0-1)	0
DANC 479	Rehearsal & Performance II (0-1)	0
DANC ____	Modern	1
DANC ____	Ballet	1
DANC ____	Jazz Dance	1
DANC ____	Dance Technique Elective	1
____	Elective	3
____	Elective	3
		13

Interdisciplinary Applied Programs

Director

Dean Scheibel

Objectives

The philosophy of Interdisciplinary Applied Programs (IDAP) rests on the premise that students should receive a broad education that combines creativity and scholarly activity. IDAP deepens students' intellectual and professional preparation for careers.

IDAP provides for the acquisition of knowledge and skills that will allow students to explore potential careers in Public Relations and related fields. Historical and theoretical knowledge informs the acquisition of practical skills, which includes writing, speaking, analyzing, strategizing and planning, using a mix of traditional and social media. The knowledge and skills will allow students to ethically communicate to a variety of audiences and publics within interpersonal, group, organizational, regional, national, and global contexts. IDAP offers a sequence of courses and includes internships in the specific field of interest.

Music

Faculty

Chairperson: Mary C. Breden

Professors: Mary C. Breden, Rae Linda Brown, Paul W. Humphreys, Mark Saya, Virginia Saya

Assistant Professor: Michael Miranda

Clinical Assistant Professor: Wojciech Kocyan

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 101	Studio Class (4 semesters)*/**	0
MUSC 121	Music Theory & Form I*	3
MUSC 122	Music Theory & Form II**	3
MUSC 133	Aural Skills I*	1
MUSC 134	Aural Skills II**	1
MUSC 180	Applied Emphasis Individual Instruction*	1
MUSC 181	Applied Emphasis Individual Instruction**	1
MUSC 221	Music Theory & Form III	3
MUSC 222	Music Theory & Form IV	3
MUSC 235	Instrumentation	2
MUSC 280	Applied Emphasis Individual Instruction	1
MUSC 281	Applied Emphasis Individual Instruction	1
MUSC 303	Intro World Music Cultures	3
MUSC 316	Music History: Antiquity-1600	3
MUSC 317	Music History: 1600-1820	3
MUSC 318	Music History: 1820-Present	3
MUSC 332	Choral Conducting (Vocalists)	2
MUSC 333	Instrumental Conducting (Instrumentalists)	2
Applied Emphasis Ensemble(s)		4
MUSC 454	World Music Ensembles I <i>or</i>	(1)
MUSC 455	World Music Ensembles II <i>or</i>	(1)
MUSC 490	Chamber Orchestra <i>or</i>	(1)
MUSC 491	Consort Singers <i>or</i>	(1)
MUSC 492	Chamber Music Ensembles <i>or</i>	(1)
MUSC 493	Women's Chorus <i>or</i>	(1)
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)

		S.H.
MUSC 319	Analytic Techniques <i>or</i>	3
MUSC 322	Modal Counterpoint <i>or</i>	(3)
MUSC 323	Tonal Counterpoint	(3)
MUSC 496	Theory Placement Practicum	1
MUSC ____	Electives	6

An average grade of B+ (3.3) or better in the four semesters of Music Theory & Form (MUSC 121, 122, 221, 222) is required to be eligible for admission to the Theory/Composition Concentration.

Music History/Literature (INMH or VOMH)

		S.H.
MUSC 412	Pre-Renaissance & Renaissance Music <i>or</i>	3
MUSC 413	Music of the Baroque <i>or</i>	(3)
MUSC 414	Music of the Classical Era <i>or</i>	(3)
MUSC 415	Music/Romantic Era <i>or</i>	(3)
MUSC 416	Music of the 20th Century	(3)
MUSC 497	Musicology Placement Practicum	1
MUSC ____	Electives	6

A grade of A- (3.7) or above in MUSC 316, 317, and 318 is required to be eligible for admission to the Music History/Literature Concentration.

World Music/Ethnomusicology (INWM or VOWM)

		S.H.
MUSC 304	Topics in World Music Cultures	3
MUSC 407	Research and Methods in Ethnomusicology	1
MUSC 454	World Music Ensembles I <i>or</i>	1
MUSC 455	World Music Ensembles II	(1)
MUSC ____	Electives	5

Instrumental Studies (INIS)

		S.H.
MUSC 310	Instrumental Pedagogy	3
MUSC 450	Senior Project: Recital	1
MUSC ____	Electives	6

Vocal Studies (VOVS)

		S.H.
MUSC 341	Vocal Pedagogy	3
MUSC 450	Senior Project: Recital	1

MUSC ____ Electives 6

Instrumental Conducting (INIC)

MUSC 330	Score Reading I	2
MUSC 331	Score Reading II	2
MUSC 332	Choral Conducting	2
MUSC 433	Advanced Instrumental Conducting	2
MUSC ____	Electives	2

Choral Conducting (INCC or VOCC)

MUSC 328	Choral Methods I	2
MUSC 333	Instrumental Conducting	2
MUSC 432	Adv. Choral Conducting	2
MUSC 445	Choral Techniques Practicum	1
MUSC ____	Electives	3

A grade of A- (3.7) or above in MUSC 332 is required to be eligible for admission to the Choral Conducting Concentration.

Music Minor Curriculum (MUSC)

21 Semester Hours (plus Foreign Language Requirement)

MUSC 101	Studio Class (2 semesters)	0
MUSC 121	Music Theory & Form I*	3
MUSC 122	Music Theory & Form II**	3
MUSC 133	Aural Skills I*	1
MUSC 134	Aural Skills II**	1
MUSC 316	Music History: Antiquity-1600	3
MUSC 317	Music History: 1600-1820	3
MUSC 318	Music History: 1820-Present	3
MUSC 180	Applied Emphasis Individual Instruction*	1
MUSC 181	Applied Emphasis Individual Instruction**	1
Applied Emphasis Ensemble(s)*/**		2
MUSC 454	World Music Ensembles I or	1
MUSC 455	World Music Ensembles II or	(1)
MUSC 490	Chamber Orchestra or	(1)
MUSC 491	Consort Singers or	(1)
MUSC 492	Chamber Music Ensembles or	(1)
MUSC 493	Women's Chorus or	(1)
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:

- One 50-minute private lesson weekly (total 14)
- Enrollment in MUSC 101, Studio Class
- Minimum of one (1) Studio Class performance per semester

S.H.
2
2
2
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2
2
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 \$460.00 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 \$50 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, piano, and percussion 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 and Form I	3
MUSC 133	Aural Skills I	1
MUSC 180	Applied Music	1
MUSC ____	Ensemble	1
FREN 101	Elementary French I or	3
GRMN 101	Elementary German I or	(3)
ITAL 101	Elementary Italian I	(3)
FFYS 1000	First Year Seminar	3
____	Core	3

Spring Semester

MUSC 101	Studio Class	0
MUSC 122	Music Theory and 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)
____	Rhetorical Arts	3
____	Core	3

Sophomore Year**Fall Semester**

MUSC 101	Studio Class	0
MUSC 221	Music Theory and Form III	3
MUSC 235	Instrumentation	2
MUSC 280	Applied Music	1
MUSC ____	Ensemble	1
____	Core	3
____	Core	3
____	Elective	3

Spring Semester

MUSC 101	Studio Class	0
MUSC 222	Music Theory and Form IV	3
MUSC 281	Applied Music	1
MUSC 316	Music History: Antiquity-1600	3
MUSC ____	Ensemble	1
____	Core	3
____	Core	3

Junior Year**Fall Semester**

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

Spring Semester

MUSC 318	Music History: 1820-Present	3
MUSC ____	UD Concentration	2
____	Core	3
____	Elective	3
____	UD Elective	3

Senior Year**Fall Semester**

MUSC ____	UD Concentration	4
____	Core	3
____	Elective	3
____	UD Elective Non-Music	3
____	Elective	2

15

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S.H.

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S.H.

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15

Spring Semester

MUSC ____	UD Elective	4
____	Core	3
____	Elective	3
____	Elective	3
____	Elective	2

S.H.

4

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2

15

The above 4-Year Plan is only a model. Some Music course scheduling will vary due to the departmental rotation of classes.

Theatre Arts—Department of Theatre Arts and Dance

Faculty

Co-Chairperson: Kevin J. Wetmore, Jr.

Professors: Diane Benedict, Charles E. Erven, Katharine B. Free, Beth Henley (Presidential Professor), Ron Marasco, Judith Royer, C.S.J.

Associate Professors: Katharine M. Noon, Kevin J. Wetmore, Jr.

Assistant Professor: Leon Wiebers

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 nurtures 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, and 7 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, and 250.

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

Fall Semester		S.H.
THEA 111	Intro to Theatre Performance	3
THEA 120	Basic Stagecraft	3
THEA 121	Basic Stagecraft Lab	0
FFYS 1000	First Year Seminar	3
_____	Core	3
_____	Core	3
		15

Spring Semester

Spring Semester		S.H.
THEA 220	Intro to Design	3
THEA 250	Theatre Practicum: Crew	2
_____	Rhetorical Arts	3
_____	Core	3
_____	Core	3
_____	Elective	1
		15

Sophomore Year

Fall Semester		S.H.
THEA 240	Western Theatre History & Literature I	3

THEA ____	Elective	3
_____	Core	3
_____	Core	3
_____	Elective	3
		15

Spring Semester

THEA 245	Western Theatre History & Literature II	3
THEA ____	Elective	3
_____	Core	3
_____	Core	3
_____	Elective	3
		15

Junior Year

Fall Semester		S.H.
THEA 370	Directing for Theatre I	3
THEA 450	Theatre Practicum	3
THEA ____	History/Literature/Criticism	3
THEA ____	Elective	3
_____	Core	3
		15

Spring Semester

THEA ____	History/Literature/Criticism	3
THEA ____	Elective	3
_____	Core	3
_____	Elective	3
_____	Elective	3
		15

Senior Year

Fall Semester		S.H.
THEA ____	History/Literature/Criticism	3
THEA ____	Elective	3
_____	Core	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester

THEA 490	Senior Project	3
THEA ____	Elective	3
_____	Core	3
_____	Elective	3
_____	Elective	3
		15

This schedule is typical. The sequence and choice of courses must be decided in consultation with an advisor.

Marital and Family Therapy

Faculty

Chairperson: Debra Linesch
 Professor: Debra Linesch
 Assistant Professor: Einat Metzli
 Associate Clinical Professor and Director, Helen B. Landgarten Art Therapy Clinic: Paige Asawa
 Assistant Clinical Professor: Anthony Bodlovic
 Practicum Coordinator: Kathleen Fogel-Richmond

Contact Information

Office Location: University Hall, Suite 2500

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 Sciences 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
 - Two (2) letters of recommendation
 - Video interview which may be followed by a second interview on the LMU campus
 - 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 60 semester hours. A total of eleven practicum semester hours are applied towards the required total 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" (3.0) grade point average in both classroom and internship tracks.

The Department takes seriously its role in the training of therapists. The personality as well as the intellectual capability of each student is carefully evaluated. In light of this, a student may be disqualified from the program for factors other than grades.

Students are required to receive personal psychotherapy during the first two semesters in the program.

Faculty members are practicing clinicians. The courses they teach are directly related to their work experience and area of expertise.

Course Work Sequence

First Semester (Fall)		S.H.
MFTH 600*	Art Therapy Literature & Assessment	2
MFTH 601*	Art Explorations	2
MFTH 602	Fundamentals of Marriage/Family Systems	2
MFTH 604	Child Psychotherapy: Theory and Practice	2
MFTH 609	Intro to Mental Health Services	2
MFTH 615	Group Psychotherapy: Theory and Practice	2
MFTH 638	Psychopathology	2
MFTH 640	Psychological Testing	2
		—
		16

Second Semester (Spring)		S.H.
MFTH 606	Adolescent Psychotherapy: Theory and Practice	2
MFTH 610	Adult Psychotherapy	2
MFTH 608	Theories of Marriage and Family Therapy	4
MFTH 611	Drug and Alcohol Treatment	1
MFTH 612	Marriage & Family Psychotherapy: Issues and Applications	3
MFTH 617	Practicum/Supervision I	3
		—

		15
Summer Session I		S.H.
MFTH 639	Psychopharmacology	2
MFTH 641	Aging/Long Term Care	1
MFTH 642	Trauma Theory & Treatment	2
		—
		5
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 & Intervention of Intimate Partner Violence	1
MFTH 690	Seminar: Professional Ethics	2
MFTH 619	Practicum/Supervision III	4
MFTH 696	Research/Clinical Paper	3
MFTH 616	Human Sexuality	1
		—
		11
Program Total		60

* *Clinical art therapy specialized courses*

Summer Study Abroad in Mexico

The Graduate Department of Marital and Family Therapy has established a summer Study Abroad program in San Miguel de Allende, Mexico. 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. These summer units can be counted toward Fall classes MFTH 621 and 630.

FRANK R. SEAVER COLLEGE OF SCIENCE AND ENGINEERING

Administration

Dean: Richard G. Plumb

Associate Deans: Curtis D. Bennett, S. W. Tina Choe

Graduate Director: Curtis D. Bennett

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 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, Health and Human Sciences, Individualized Studies, Mathematics, Mechanical Engineering, 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, Envi-

ronmental Science, Health and Human Sciences, Individualized Studies, Mathematics, and Physics

Master of Arts in Teaching in: Mathematics

Master of Science in Engineering in: Civil, Electrical, and Mechanical Engineering

Master of Science in: Environmental Science and Systems Engineering

In addition, the Frank R. Seaver College of Science and Engineering offers Certificate Programs in Mechanical Engineering, Engineering and Productivity Management, and Program Leadership.

Teacher Preparation Programs in Biology, Chemistry, and Mathematics

Program Directors: Blake Mellor (Mathematics) and Carolyn Viviano (Biology and Chemistry)

The Frank R. Seaver College of Science and Engineering offers state accredited subject matter preparation programs in mathematics, biology, and chemistry. These programs meet the State of California subject matter requirements for a secondary teaching credential; a student who has successfully completed one of our subject matter programs (refer to the Mathematics, Biology, or Chemistry section of the University Bulletin) will receive a waiver for the California Subject Examinations for Teachers (CSET).

All three programs were designed in collaboration with the School of Education to enable students to complete their subject matter requirements and their preliminary credential in four years; however, this does require summer coursework. Alternatively, students can choose to complete the subject matter program in four years and obtain their credential as a masters level graduate student (refer to the School of Education section of the University Bulletin). It is recommended that students entering one of the subject matter programs meet with the program director to discuss their options before making a decision.

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 University 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 Center for Undergraduate Teacher Preparation (CUTP).

Center for Student Success

The Center for Student Success (CSS) in the Frank R. Seaver College of Science and Engineering provides a wide range of services and special activities aimed at enhancing students' academic performance and career potential. CSS offers students a one-stop location to access information that is integral to a successful educational experience. The support includes preparation for health professional schools. Our Center collaborates with other divisions on campus to provide students information regarding career development, study abroad, and service opportunities to enhance the student's academic, professional, and personal development. In addition, our Student Liaison Program provides mentoring opportunities to the students in the College. These elements reinforce the shared mission of the University of encouragement of learning and the education of the whole person. For more information about the Center for Student Success, please contact the Associate Dean for Undergraduate Studies office at 310.338.2833 or CSS@lmu.edu.

Current Students Interested in Transferring to the Frank R. Seaver College of Science and Engineering (CSE)

Students who are currently enrolled in a major at LMU outside of CSE but are interested in transferring to the CSE are encouraged to apply as early as possible. Students must have completed a semester of calculus (MATH 122/131) and a semester of general chemistry (CHEM 110/114) with a minimum grade of C (2.0) in each class. Students interested in the Computer Science or Mathematics major do not need the chemistry

requirement. Individual programs may have additional requirements; refer to the University Bulletin for details. A minimum cumulative GPA of 3.0 is preferred for admission to the college. The Associate Dean of CSE and the Department Chair will evaluate the application when the student has met the minimum requirements.

Attainment of minimum requirements may not always be sufficient to secure approval of transfer request.

Core Curriculum for Students in the Frank R. Seaver College of Science and Engineering

CSE students enrolled in B.A. or B.S. degrees within the Frank R. Seaver College of Science and Engineering will follow the core curriculum as described below.

Science and Mathematics majors are required to complete **32 semester hours** of core courses to satisfy the University Core requirements. Engineering majors are required to complete **30 semester hours** of Core.

1. CSE students must complete *one course from each* of the following **core areas**:

	Core Area
Foundations	First Year Seminar Rhetorical Arts Theological Inquiry Philosophical Inquiry Studies in American Diversity
Integrations	Faith and Reason Ethics and Justice

2. To fulfill the rest of the core semester hour requirements, students take a combination of courses in the categories listed below taking at least one course under Explorations.

	Core Area
Explorations	Historical Analysis and Perspective Understanding Human Behavior Creative Experience
Integrations	Interdisciplinary Connections

3. Flagged Course requirements (200 level or higher): 5 courses required

- Writing: 2 Flags
- Oral Skills: 1 Flag
- Information Literacy: 1 Flag
- Engaged Learning: 1 Flag

Flagged courses will typically be courses that satisfy other Core, major, or elective requirements, so they will be incorporated over the student's four years of study. Foundations courses carry no flags.

Quantitative Reasoning and Nature of Science, Technology, and Mathematics Core categories are met by the curriculum of the major in CSE. In addition, the Quantitative Reasoning Flag is met by the curriculum of the major in CSE.

Biology

Faculty

Chairperson: Carl R. Urbinati

Professors: Philippa M. Drennan, Martin Ramirez, Eric Strauss (Presidential Professor), John P. Waggoner III

Associate Professors: Wendy J. Binder, Kam D. Dahlquist, Michelle R. Lum, M. Catharine McElwain, Carl R. Urbinati, Carolyn Viviano

Assistant Professors: Victor Carmona, Deepa Dabir, W. Wesley Dowd, Nancy Fujishige, Heather E. Watts

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) encourage students to participate in original research; (6) promote interdisciplinary scholarship; (7) teach students the skills of both field and laboratory biology, and enable them to participate directly in the scientific discovery

process; (8) facilitate students' independent exploration of career opportunities; and (9) participate in the University's effort to educate non-science 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.

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 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, and 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, 356, 357, 358, 450.
- One course in Molecular Biology, to be selected from BIOL 330, 367, 437, 439, 440, 443, 478, 479.
- One course in Organismal Diversity, to be selected from BIOL 312, 314, 328, 329, 333, 334, 335, 338, 361, 422.
- One course in Populations, to be selected from BIOL 315, 316, 318, 321, 328, 329, 338, 422, 474, 475, 477.

Note: BIOL 328, 329, 338, or 422 can satisfy only (c) or (d).

- One 2 semester hour 500-level seminar or research course
- 3 (B.S.) or 2 (B.A.) additional 3 semester hour upper division biology courses.
- The above requirements must also include one plant biology course to be selected from BIOL 311, 312, 315, 353, 437, and one field biology course to be selected from BIOL 312, 314, 318, 322, 328, 329, 333, 338, 380, 381, 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
FFYS 1000	First Year Seminar	3
MATH 122	Mathematics**	3
— — —		—

15

Spring Semester

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

Fall Semester		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

Spring Semester

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

Fall Semester		S.H.
BIOL — —	Biology	4
PHYS 253	General Physics I***	4
— — —	University Core	3
— — —	University Core	3
— — —	Elective	3
— — —		—

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Spring Semester

BIOL — —	Biology	4
BIOL — —	Biology	3
PHYS 254	General Physics II	4
— — —	University Core	3
— — —		—

14

Senior Year

Fall Semester

BIOL — —	Biology	3
BIOL — —	Biology	4
BIOL — —	Biology Seminar or Research	2
— — —	Elective	3
— — —	University Core	3
— — —		—

15

Spring Semester

BIOL — —	Biology	3
BIOL — —	Biology	4
— — —	Elective	3
— — —	Elective	3
— — —	Elective	3
— — —		—

16

* A minimum of 45 upper division hours are required to complete the degree

** The course sequence in Mathematics depends on the results of the Mathematics Placement Exam.

*** Students who have completed MATH 122 or 131 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

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
FFYS 1000	First Year Seminar	3
MATH — —	Mathematics**	3
— — —		—

15

Spring Semester

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

Fall Semester		S.H.
BIOL 201	Cell Function	3
CHEM 220	Organic Chemistry I	3
— — —	University Core	3
— — —	University Core	3
— — —	University Core	3
— — —		—

15

Spring Semester

BIOL 202	Genetics	3
— — —	Science Elective	3
— — —	University Core	3
— — —	University Core	3
— — —	University Core	3
— — —		—

15

Junior Year**Fall Semester**

BIOL ____	Biology	S.H.	4
____	University Core		3
____	University Core		3
____	University Core		3
____	Elective		3

—

16**Spring Semester**

BIOL ____	Biology	S.H.	4
BIOL ____	Biology		3
____	University Core		3
____	University Core		3
____	Elective		3

—

16**Senior Year****Fall Semester**

BIOL ____	Biology	S.H.	4
BIOL ____	Biology Seminar		2
____	University Core		3
____	Elective		3
____	Elective		3

—

15**Spring Semester**

BIOL ____	Biology	S.H.	4
BIOL ____	Biology		3
____	Elective		3
____	Elective		3

—

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* A minimum of 45 upper division hours are required to complete the degree.

* *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.

Chemistry and Biochemistry**Faculty**

Chairperson: James M. Landry

Professors: S. W. Tina Choe, Rebecca D. Crawford, James M. Landry, James A. Roe

Associate Professors: Lambert A. Doezema, Jeremy E.B. McCallum, David A. Moffet, Thomas J. Reilly

Assistant Professors: Nicole C. Bouvier-Brown, Emily A. Jarvis

The chemistry and biochemistry curricula provide students with a solid foundation necessary for careers in research, health professions, teaching, and industry. The flexibility of the programs gives students the opportunity to explore areas that build upon that foundation. Examples of these areas include forensics, environmental science, and materials science. In addition, students acquire skills in critical thinking and problem solving useful in other professions such as law and business.

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, as well as in major contemporary methods and techniques, enhanced by the department's collection of modern instrumentation.

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**

There are two tracks available in the chemistry major, ACS-certified track and General track.

The Bachelor of Science degree program, approved by the Committee on Professional Training of the American Chemical Society (ACS), **ACS-certified track in Chemistry**, 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.

The Bachelor of Science degree program, **General track in Chemistry**, provides the student with a flexible program that builds upon a solid fundamental knowledge in chemistry. Students work with their advisors/chairperson to select upper division elective courses in emphasis areas like health sciences—which include but are not limited to medicine, pharmacy, dentistry, optometry—and areas such as forensics, environmental chemistry, education, etc.

Major Requirements

Lower Division Requirements: ACS-certified track and General track

CHEM 110, 111, 112, 113, 220, 221, 222, and 223. A grade of at least C (2.0) is required in each of the CHEM courses. BIOL 101 and 111; CHEM 190; MATH 122 and 123; PHYS 253 and 254. With approval of the Chairperson, MATH 131 and 132; PHYS 101 and 201 may be substituted, as a complete package, for MATH 122 and 123; PHYS 253 and 254. An average of C (2.0) is required for the BIOL, MATH, and PHYS courses.

Upper Division Requirements: ACS-certified track

33 upper division semester hours of CHEM courses, including CHEM 330, 331, 340, 341, 360, 361, 370, 371, 390, 391, 490, and 491. For UD CHEM electives, a minimum of 2 lecture courses and 1 lab credit must be selected from CHEM 342, 343, 372, 373, 420, 421, 430, and 460. The remaining semester hours may be fulfilled with any UD chemistry elective.

Upper Division Requirements: General track

31 upper division semester hours of CHEM and CHEM/Emphasis courses, including CHEM 340, 341, 360, 361, 370, 371, 390, 391, 490, and 491. CHEM UD electives and Emphasis UD electives can be selected from any 300- and 400-level courses offered in the Chemistry and Biochemistry Department. The Emphasis courses can also be selected from other CSE departments. All UD elective courses must be approved by and developed in conjunction with your academic advisor/chairperson. Example emphasis areas are: Chemical Education, Environmental Chemistry, Health Sciences (Medicine, Pharmacy, Dentistry, Optometry, etc.) and others.

For both ACS-certified and General tracks: 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. All upper division courses must be completed at LMU. Strongly recommended for those intending graduate study: CHEM 397/497. A maximum of 12 semester hours of Chemistry/Biochemistry Internship and/or Directed Research (CHEM 393, 397, 493, 497) may be included toward the 124-hour baccalaureate requirement.

To be eligible for the Dean's list, students must have completed 15 semester hours at LMU for that semester.

Minor Requirements: Chemistry

BIOL 101, 111; 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. Upper division chemistry courses used for the minor cannot also count toward the individual's major.

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.

Chemistry Curriculum—ACS-Certified Track

(124 S.H.)

Freshman Year**Fall Semester**

BIOL 101	General Biology I	S.H.	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
FFYS_1000	First Year Seminar		3
___ ___	University Core		3

16**Spring Semester**

CHEM 112	General Chemistry II	S.H.	3
CHEM 113	General Chemistry II Lab		1
MATH 122	Calculus for Life Sciences I		3
PHYS 253	General Physics I		4
___ ___	University Core		3
___ ___	University Core		3

17**Sophomore Year****Fall Semester**

CHEM 220	Organic Chemistry I	S.H.	3
CHEM 221	Organic Chemistry I Lab		1
MATH 123	Calculus for Life Sciences II		3
PHYS 254	General Physics II		4
___ ___	University Core		3

* Dean's List requires minimum 15 semester hours **14***

Spring Semester

CHEM 222	Organic Chemistry II	S.H.	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

* Dean's List requires minimum 15 semester hours **14***

Junior Year**Fall Semester**

CHEM 340	Physical Chemistry	S.H.	3
CHEM 341	Physical Chemistry Lab		1
CHEM 370	Biochemistry		3
CHEM 371	Biochemistry Lab		1
CHEM 390	Chemistry Seminar		1
___ ___	University Core		3
___ ___	University Core		3

15**Spring Semester**

CHEM 391	Chemistry Seminar	S.H.	1
CHEM ___	CHEM UD Elective & Lab		4
CHEM ___	CHEM UD Elective		3
___ ___	University Core		3
___ ___	University Core		3
___ ___	Elective		3

17**Senior Year****Fall Semester**

CHEM 330	Inorganic Chemistry	S.H.	3
CHEM 331	Inorganic Chemistry Lab		1
CHEM 491	Chemistry Seminar		1
CHEM ___	CHEM UD Elective		3
___ ___	University Core		3
___ ___	Upper Division Elective		3

___ ___	Elective	1	
		15	
		S.H.	
Spring Semester	CHEM 490	Chemistry Seminar	1
	CHEM ___	CHEM UD Elective	3
	___ ___	Upper Division Elective	3
	___ ___	Elective	3
	___ ___	Elective	3
	___ ___	Elective	3

16

Chemistry Curriculum—General Track

(124 S.H.)

Freshman Year**Fall Semester**

BIOL 101	General Biology I	S.H.	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
FFYS_1000	First Year Seminar		3
_____	University Core		3

16**Spring Semester**

CHEM 112	General Chemistry II	S.H.	3
CHEM 113	General Chemistry II Lab		1
MATH 122	Calculus for Life Sciences I		3
PHYS 253	General Physics I		4
_____	University Core		3
_____	University Core		3

17**Sophomore Year****Fall Semester**

CHEM 220	Organic Chemistry I	S.H.	3
CHEM 221	Organic Chemistry I Lab		1
MATH 123	Calculus for Life Sciences II		3
PHYS 254	General Physics II		4
_____	University Core		3

14*

* Dean's List requires minimum 15 semester hours

Spring Semester

CHEM 222	Organic Chemistry II	S.H.	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

14*

* Dean's List requires minimum 15 semester hours

Junior Year**Fall Semester**

CHEM 340	Physical Chemistry	S.H.	3
CHEM 341	Physical Chemistry Lab		1
CHEM 370	Biochemistry		3
CHEM 371	Biochemistry Lab		1
CHEM 390	Chemistry Seminar		1
_____	University Core		3
_____	University Core		3

15**Spring Semester**

CHEM 391	Chemistry Seminar	S.H.	1
CHEM _____	CHEM UD Elective		3
_____	CHEM/Emph UD Elective		3
_____	University Core		3
_____	University Core		3
_____	Elective		3

16**Senior Year****Fall Semester**

CHEM 491	Chemistry Seminar	S.H.	1
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CHEM _____	CHEM UD Elective		3
_____	CHEM/Emph UD Elective		3
_____	University Core		3
_____	Upper Division Elective		3
_____	Elective		3

16**Spring Semester**

CHEM 490	Chemistry Seminar	S.H.	1
_____	CHEM/Emph UD Elective		3
_____	Upper Division Elective		3
_____	Upper Division Elective		3
_____	Elective		3
_____	Elective		3

16**Biochemistry****Objectives**

There are two tracks available in the biochemistry major, ACS-certified track and General track.

The Bachelor of Science degree program, approved by the Committee on Professional Training of the American Chemical Society (ACS), **ACS-certified track in Biochemistry**, is designed to prepare the student not only for immediate entry into the profession of biochemistry at the Bachelor's level but also for graduate study toward advanced degrees.

The Bachelor of Science degree program, **General track in Biochemistry**, provides the student with a flexible program that builds upon a solid fundamental knowledge in chemistry and biochemistry. Students work with their advisors/chairperson to select upper division elective courses in emphasis areas like health sciences—which include but are not limited to medicine, pharmacy, dentistry, optometry—and areas such as forensics, environmental chemistry, education, etc.

Major Requirements

Lower Division Requirements: ACS-certified track and General track

CHEM 110, 111, 112, 113, 220, 221, 222, and 223. A grade of at least C (2.0) is required in each of the CHEM courses. BIOL 101, 111, 201, 202; CHEM 190; MATH 122 and 123; PHYS 253 and 254. With approval of the Chairperson, MATH 131 and 132; PHYS 101 and 201 may be substituted, as a complete package, for MATH 122 and 123; PHYS 253 and 254. An average of C (2.0) is required for the BIOL, MATH, and PHYS courses.

Upper Division Requirements: ACS-certified track

33 upper division semester hours of CHEM and CHEM/BIOL courses, including CHEM 330, 331, 340, 341, 360, 361, 370, 371, 372, 373, 390, 391, 490, and 491. At least one lecture course is required from: CHEM 342, 420, 430, and 460. The remaining semester hours may be fulfilled with any UD chemistry elective or UD biology electives selected from: BIOL 330, 351, 353, 356, 359, 361, 367, 368, 437, 439, 443, 445, 449, 478, 479, or by consent of the Chairperson.

Upper Division Requirements: General track

32 upper division semester hours of CHEM and CHEM/BIOL courses, including CHEM 340, 341, 360, 361, 370, 371, 372, 373, 390, 391, 490, and 491. The remaining semester hours may be fulfilled with any UD chemistry elective or UD biology electives selected from: BIOL 330, 351, 353, 356, 359, 361, 367, 368, 437, 439, 443, 445, 449, 478, 479, or by consent of the Chairperson. UD elective courses must be approved by and developed in conjunction with your academic advisor/chairperson.

For both ACS-certified and General tracks: 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. All upper division courses must be completed at LMU. Strongly recommended for those intending graduate study: CHEM 397/497. A maximum of 12 semester hours of Chemistry/Biochemistry Internship and/or Directed Research (CHEM 393, 397, 493, 497) may be included toward the total baccalaureate requirement.

To be eligible for the Dean's list, students must have completed 15 semester hours at LMU for that semester.

Minor Requirements: Biochemistry

BIOL 101, 111, 201, and 202; CHEM 110, 111, 112, 113, 220, 221, 222, 223, and 370; and 4 additional upper division semester hours selected from CHEM 371, 372, 373, 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. CHEM 370 and other UD courses used for the minor cannot also count toward the individual's major. A grade of C (2.0) must be obtained in each course included in the minor.

Biochemistry Curriculum—ACS-Certified Track

(124 S.H.)

Freshman Year

Fall Semester

BIOL 101	General Biology I	S.H.	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
FFYS 1000	First Year Seminar		3
_____	University Core		3
_____			_____

16

Spring Semester

CHEM 112	General Chemistry II	S.H.	3
CHEM 113	General Chemistry II Lab		1
MATH 122	Calculus for Life Sciences I		3
PHYS 253	General Physics I		4
_____	University Core		3
_____	University Core		3
_____			_____

17

Sophomore Year

Fall Semester

BIOL 201	Cell Function	S.H.	3
CHEM 220	Organic Chemistry I		3
CHEM 221	Organic Chemistry I Lab		1
MATH 123	Calculus for Life Sciences II		3
PHYS 254	General Physics II		4
_____			_____

* Dean's List requires minimum 15 semester hours **14***

Spring Semester

BIOL 202	Genetics	S.H.	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
_____			_____

* Dean's List requires minimum 15 semester hours **14***

Junior Year

Fall Semester

CHEM 340	Physical Chemistry	S.H.	3
CHEM 341	Physical Chemistry Lab		1
CHEM 370	Biochemistry		3
CHEM 371	Biochemistry Lab		1
CHEM 390	Chemistry Seminar		1
_____	University Core		3
_____	University Core		3
_____			_____

15

Spring Semester

CHEM 372	Advanced Biochemistry	S.H.	3
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CHEM 373	Adv Biochemistry Lab	1
CHEM 391	Chemistry Seminar	1
CHEM ____	CHEM UD Elective	3
_____	University Core	3
_____	University Core	3
_____	Elective	3
_____		_____
		17

Senior Year

Fall Semester

CHEM 330	Inorganic Chemistry	S.H.	3
CHEM 331	Inorganic Chemistry Lab		1
CHEM 491	Chemistry Seminar		1
_____	University Core		3
_____	University Core		3
_____	Upper Division Elective		3
_____			_____

* Dean's List requires minimum 15 semester hours **14***

Spring Semester

CHEM 490	Chemistry Seminar	S.H.	1
_____	CHEM/BIOL UD Elective		3
_____	CHEM/BIOL UD Elective		3
_____	University Core		3
_____	Upper Division Elective		3
_____	Elective		4
_____			_____

17

Biochemistry Curriculum—General Track

(125 S.H.)

Freshman Year**Fall Semester**

BIOL 101	General Biology I	S.H.	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
FFYS 1000	First Year Seminar		3
_____	University Core		3

S.H.

3

2

3

1

1

3

3

3

16

Spring Semester

CHEM 112	General Chemistry II	S.H.	3
CHEM 113	General Chemistry II Lab		1
MATH 122	Calculus for Life Sciences I		3
PHYS 253	General Physics I		4
_____	University Core		3
_____	University Core		3

S.H.

3

1

3

4

3

3

17

Sophomore Year**Fall Semester**

BIOL 201	Cell Function	S.H.	3
CHEM 220	Organic Chemistry I		3
CHEM 221	Organic Chemistry I Lab		1
MATH 123	Calculus for Life Sciences II		3
PHYS 254	General Physics II		4

S.H.

3

3

1

3

4

* Dean's List requires minimum 15 semester hours

14*

Spring Semester

BIOL 202	Genetics	S.H.	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

S.H.

3

3

1

4

0

3

* Dean's List requires minimum 15 semester hours

14*

Junior Year**Fall Semester**

CHEM 340	Physical Chemistry	S.H.	3
CHEM 341	Physical Chemistry Lab		1
CHEM 370	Biochemistry		3
CHEM 371	Biochemistry Lab		1
CHEM 390	Chemistry Seminar		1
_____	University Core		3
_____	University Core		3

S.H.

3

1

3

1

1

3

3

15

Spring Semester

CHEM 372	Advanced Biochemistry	S.H.	3
CHEM 373	Adv Biochemistry Lab		1
CHEM 391	Chemistry Seminar		1
CHEM ____	CHEM UD Elective		3
_____	University Core		3
_____	University Core		3
_____	Elective		3

S.H.

3

1

1

3

3

3

3

17

Senior Year**Fall Semester**

S.H.

CHEM 491	Chemistry Seminar		1
_____	CHEM/BIOL UD Elective		3
_____	University Core		3
_____	University Core		3
_____	Upper Division Elective		3
_____	Upper Division Elective		3

Spring Semester

CHEM 490	Chemistry Seminar	S.H.	1
_____	CHEM/BIOL UD Elective		3
_____	CHEM/BIOL UD Elective		3
_____	University Core		3
_____	Upper Division Elective		3
_____	Elective		3

S.H.

1

3

3

3

3

3

16

Civil Engineering and Environmental Science**Faculty**

Chairperson: Michael E. Manoogian*

Professors: John H. Dorsey, Michael E. Manoogian*, Joseph C. Reichenberger*, William J. Trott*

Associate Professors: Rachel G. Adams, Jeremy S. Pal, Jose A. Saez*

Adjunct Professors: Joseph Haworth*, Shelley Luce

Lecturers: Dennis Kasper*, Donald Kendall*

* Registered Professional Civil Engineer

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 undergraduate 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.

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. Uphold the code of ethics of the profession and be cognizant of social justice issues in the practice of civil engineering;
3. Further develop their professional and technical skills through graduate studies and continuing education;
4. Be involved with civil engineering professional organizations; 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.

Civil Engineering and Environmental Science 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.

The Department may require new applicants who lack an adequate background in mathematics, chemistry, or science to take additional courses prior to being admitted to or continuing in the program.

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 LMU graduate program in civil engineering and environmental science offers four major fields of study: 1) M.S. in Engineering in Civil Engineering with an emphasis in Environmental Engineering, 2) M.S. in Engineering in Civil Engineering with an emphasis in Water Resources Engineering and Hydrology, 3) M.S. in Environmental Science, and 4) M.S. in Environmental Science with an emphasis in Urban Ecology.

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:

I. Complete with a 3.0 ("B") average a minimum of 30 semester hours which include core courses listed in item 1A below and elective courses listed in item 1B below. At least 18 semester hours must be at the 600 level. Students that have taken any of the core or elective courses below as part of his/her undergraduate degree at LMU will be required to take

a different course as part of the M.S. program. (Equivalent courses at other institutions will be considered on a case by case basis.) Requirements for students on the Urban Ecology track are determined in consultation with the Director of the program.

A. Required core courses for each field of study

M.S. in Civil Engineering with emphasis in Environmental Engineering: ENVS 631, 633, 644; CIVL 640, and 641 (15 semester hours), and Comprehensive Examination (CIVL 600, 0 semester hours);

M.S. in Civil Engineering with emphasis in Water Resources Engineering and Hydrology: ENVS 631; CIVL 608, 620, and 654 (12 semester hours), and Comprehensive Examination (CIVL 600, 0 semester hours);

M.S. in Environmental Science: CIVL 504; ENVS 631, 633, and 644 (12 semester hours), plus the Comprehensive Examination (CIVL 600, 0 semester hours);

M.S. in Environmental Science with an emphasis on Urban Ecology: ENVS 600, 601, 602, 603.

B. Electives courses for each field of study

M.S. in Civil Engineering with emphasis in Environmental Engineering: Choose at least two courses from ENVS 635, 645, CIVL 610, and 620 (minimum 6 semester hours);

M.S. in Civil Engineering with emphasis in Water Resources Engineering and Hydrology: Choose at least two courses from ENVS 633, 635; CIVL 607, 609, 634, 635, and 656 (minimum 6 semester hours);

M.S. in Environmental Science: Choose at least two courses from CIVL 620, 640, 641; ENVS 635, and 645 (minimum 6 semester hours).

C. Courses in other departments (maximum of 3 semester hours), independent studies (maximum of 3 semester hours), and thesis preparation (maximum of 6 semester hours) may be taken as additional electives with the consent of the Program Director and the other department.

D. The remaining semester hours would be elective courses from the list below, to bring the total semester hours to 30.

Students in the Urban Ecology track of the M.S. in Environmental Science will need the approval of the Program Director and Associate Dean for Graduate Programs for any elective courses taken.

Graduate Courses (See sections 1A and 1B above for required core courses and elective courses in each field of study. A description of each course is provided in the Course Description section.)

BIOL 521 Urban Ecology

CIVL 504 Applied Fluid Mechanics

CIVL 602 Membrane Treatment Systems

CIVL 603 Sustainable Engineering and LEED

CIVL 604 Climate Change, Impacts, and Sustainability

CIVL 605 Engineering Communications

CIVL 607 Hydraulic Analysis and Design

CIVL 608 Groundwater Hydrology

CIVL 609 Open Channel Hydraulics

CIVL 610 Water and Wastewater Treatment Systems Design

CIVL 612 Air Pollution Analysis

CIVL 613 Solid Wastes Engineering

CIVL 614 Industrial Waste Management

CIVL 615 Theory and Design of Waste Outfall Systems

CIVL 620 Computer Applications in Water Resources and Environmental Systems

CIVL 634 Groundwater Management

CIVL 635 Contaminant Transport in Groundwater

CIVL 640 Physical and Chemical Treatment Processes

CIVL 641 Biological Treatment Processes

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 Resources Systems Modeling

CIVL 665 Economics of Water Resources

CIVL 670 Contracts and Specifications

CIVL 695 Thesis (see Item 3 below)

CIVL 699 or ENVS 699 Independent studies (maximum of 3 semester hours)

ENVS 500 Geology

ENVS 600 Ecology of Resilient Cities

ENVS 601 The Behavioral Ecology and Management of Urban Wildlife

ENVS 602 Land Use, Legacies and Transformation in Urban Ecosystems

ENVS 603 Seminar in Urban Ecology

ENVS 615 Environmental Impact Reports
 ENVS 618 Applied Oceanography
 ENVS 625 Inland Waters
 ENVS 631 Principles of Water Quality Management
 ENVS 633 Aquatic Chemistry
 ENVS 635 Chemical Fate and Transport
 ENVS 644 Applied Microbiology
 ENVS 645 Environmental Engineering and Science Laboratory
 ENVS 650 Watershed Management

II. Successfully complete the Comprehensive Examination (CIVL 600, 0 semester hours) for M.S. in Engineering or M.S. in Environmental Science (not applicable to the Urban Ecology Track).

III. Thesis Option. With the consent of the Department, the student may elect a thesis, which may satisfy up to 6 semester hours of the elective requirements. The student may enroll for a maximum of 3 semester hours of Master's Thesis in any semester or summer session for a maximum of 6 semester hours. Students electing this 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 (Environmental Engineering emphasis and Water Resources Engineering emphasis) must possess an undergraduate Engineering degree or pass the Fundamentals of Engineering examination given by the State of California prior to applying for graduation.

Civil Engineering and Environmental Science Undergraduate Program

A minimum of 32 semester hours of science and math, and 48 semester hours of engineering topics are required.

Civil Engineering Curriculum

(128 S.H. Required)

Major Requirements

Lower Division Requirements:

BIOL 114; CHEM 111, 114; CIVL 200, 210, 230, 250; ELEC 210, 213; ENGR 100, 160, 200; MATH 131, 132, 234, 245; PHYS 101, 201.

Upper Division Requirements:

CIVL 302, 305, 310, 311, 320, 340, 395, 400, 406, 410, 411, 415, 460; Science/Math elective; Civil Engineering or Environmental Science electives.

Freshman Year

Fall Semester		S.H.
CHEM 111	General Chemistry I Lab	1
CHEM 114	Gen Chem for Engineers	3
FFYS 1000	First Year Seminar	3
ENGR 100	Intro to Engineering	3
MATH 131	Calculus I	4
_____	University Core/SCSE Elective**	3
		17

Spring Semester		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
FRTA 198	Rhetorical Arts	3
		17

Sophomore Year

Fall Semester		S.H.
ELEC 210	Electric Circuit Analysis	3
ELEC 213	Electric Circuit Analysis Lab	0
ENGR 200	Statics	3
MATH 234	Calculus III	4
PHYS 201	Intro to Elec & Mag	4

_____	University Core/SCSE Elective**	3
		17
Spring Semester		S.H.
CIVL 200	Mechanics of Materials	3
CIVL 210	Surveying and Mapping	3
CIVL 230	Particle Dynamics	2
MATH 245	Differential Equations	3
CIVL 250	Thermal-Fluid Systems	3
_____	University Core/SCSE Elective**	3
		17

Junior Year

Fall Semester		S.H.
CIVL 305	Structural Theory	3
CIVL 310	Fluid Mechanics I	3
CIVL 311	Fluid Mechanics Lab	1
CIVL 320	Intro Environmental Engr Science/Math Elective*	3
_____	University Core/SCSE Elective**	3
		16

Spring Semester		S.H.
CIVL 302	Seismic Design Structures	3
CIVL 340	Analytical Methods I	3
CIVL 395	Engr Econ & Dec Theory	3
CIVL 406	Water Resources	3
_____	University Core/SCSE Elective**	3
		15

Senior Year

Fall Semester		S.H.
CIVL 400	Water & Wastewtr Trtmt	3
CIVL 410	Soil Mechanics	4
CIVL 415	Reinforced Concrete Dsgn	4
_____	CIVL/ENVS Elective*	3
		14
Spring Semester		S.H.
CIVL 460	Civil Engineering Design	4
CIVL 411	Dsgn Foundtns/Earth Struc	3
_____	CIVL/ENVS Elective*	2
_____	University Core/SCSE Elective**	3
_____	University Core/SCSE Elective	3
		15

*CIVL 512, 514, 515, 520; ENVS 533, 544; others by approval of the Department.

**The proper sequence of the University Core/SCSE/CIVL/ENVS elective courses should be discussed with the student's advisor.

Environmental Engineering Emphasis within the Civil Engineering Major

(128 S.H. Required)

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, 250; ELEC 210, 213; ENGR 100, 160, 200; MATH 131, 132, 234, 245; PHYS 101, 201.

Upper Division Requirements:

CIVL 302, 310, 311, 320, 340, 395, 400, 406, 410, 411, 460; Science/Math Elective; Civil Engineering or Environmental Science electives.

Freshman Year

Fall Semester

CHEM 111	General Chemistry I Lab	S.H.	1
CHEM 114	Gen Chem for Engineers		3
FFYS 1000	First Year Seminar		3
ENGR 100	Intro to Engineering		3
MATH 131	Calculus I		4
— —	University Core		3

S.H.
1
3
3
3
4
3

17

Spring Semester

BIOL 114	Gen Biology for Engineers	S.H.	3
ENGR 160	Algorithms & Applications		3
MATH 132	Calculus II		4
PHYS 101	Intro to Mechanics		4
FRTA 198	Rhetorical Arts		3

S.H.
3
3
4
4
3

17

Sophomore Year

Fall Semester

ELEC 210	Electric Circuit Analysis	S.H.	3
ELEC 213	Electric Circuit Analysis Lab		0
ENGR 200	Statics		3
MATH 234	Calculus III		4
PHYS 201	Intro to Elec & Mag		4
— —	University Core/SCSE Elective**		3

S.H.
3
0
3
4
4
3

17

Spring Semester

CIVL 200	Mechanics of Materials	S.H.	3
CIVL 210	Surveying and Mapping		3
CIVL 230	Particle Dynamics		2
CIVL 250	Thermal-Fluid Systems		3
MATH 245	Differential Equations		3
— —	University Core/SCSE Elective**		3

S.H.
3
3
2
3
3
3

17

Junior Year

Fall Semester

CIVL 310	Fluid Mechanics I	S.H.	3
CIVL 311	Fluid Mechanics Lab		1
CIVL 320	Intro Environmental Engr		3
— —	Science/Math Elective*		3
— —	University Core/SCSE Elective**		3
— —	University Core/SCSE Elective**		3

S.H.
3
1
3
3
3
3

16

Spring Semester

CIVL 302	Seismic Design Structures	S.H.	3
CIVL 340	Analytical Methods I		3
CIVL 395	Engr Econ & Dec Theory		3
CIVL 406	Water Resources		3
— —	University Core/SCSE Elective**		3

S.H.
3
3
3
3
3

15

Senior Year

Fall Semester

CIVL 400	Water & Wastewtr Trtmnt	S.H.	3
CIVL 410	Soil Mechanics		4
— —	CIVL/ENVS Elective*		3
— —	CIVL/ENVS Elective*		3

S.H.
3
4
3
3

—

13

Spring Semester

CIVL 411	Dsgn Foundtns/Earth Struc	S.H.	3
CIVL 460	Civil Engineering Design		4
— —	CIVL/ ENVS Electives*		6
— —	University Core/SCSE Elective		3

S.H.
3
4
6
3

16

*CIVL 512, 514, 515, 520; ENVS 533, 544; others by approval of the Department.

**The proper sequence of the University Core/SCSE/CIVL/ENVS elective courses should be discussed with the student's advisor.

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, John David N. Dionisio, Lei Huang, Barbara E. Marino
 Assistant Professors: Jie Xu, Gustavo Vejarano
 Lecturers: Cliff d'Autremont, David Hammers, Anil Kantak, Kirk Kohonen, Peter Pawlowski, Paul Rude

Graduate Program

Contact Information

Graduate Director: Lei Huang
Office Location: Doolan Hall, Room 206
Telephone: 310.338.2852
Fax: 310.338.2782

Mission Statement

The Master of Science program in Electrical Engineering is designed to provide theoretical knowledge as well as practical applications in the areas of communication systems, digital systems and computer engineering. Through these programs, working engineers 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 (GRE) are optional. However, the GRE 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.

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.

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, 282 or 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, research with faculty, and University co-curricular activities are plentiful and help to accomplish these objectives.

Computer Science Curriculum

(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

The 21 semester hours designated as electives must include one course in laboratory science and one course of upper division computer science.

Students are encouraged to prepare, in consultation with an advisor, a coherent set of electives, so as to:

1. Customize a computer science curriculum to feature a field of emphasis, such as scientific computing, business applications, or games and animation.
2. Achieve a minor or build strength in a field related to computer science, such as psychology, linguistics, engineering, logic, foreign languages, animation, economics, or the technical arts.
3. Achieve breadth in the undergraduate curriculum.

Freshman Year

Fall Semester		S.H.
CMSI 185	Computer Programming	3
	University Core	3
MATH 131	Calculus I	4
	Elective	3
FFYS 1000	First Year Seminar	3
		—
		16

Spring Semester		S.H.
CMSI 186	Programming Laboratory	3
MATH 132	Calculus II	4
	Elective	3
	University Core	3
	University Core	3
		—
		16

Sophomore Year

Fall Semester		S.H.
CMSI 281	Data Structures	3
MATH 248	Intro to Methods of Proof	3
	Science Elective	3
	Elective	3
	University Core	3
		—
		15

Spring Semester		S.H.
CMSI 282	Algorithms	3
CMSI 284	Computer Systems Org	3
ELEC 281	Logic Design	3
MATH 366	Discrete Methods	3
	University Core	3
		—
		15

Junior Year

Fall Semester		S.H.
CMSI 370	Interaction Design	3
CMSI 385	Intro Theory of Computation	3
CMSI 386	Programming Languages	3
	Elective	3
	University Core	3
		—
		15

Spring Semester		S.H.
CMSI 371	Computer Graphics	3
CMSI 387	Operating Systems	3
CMSI 488	Language Translation and Implementation	4
	Computer Systems Design	3
ELEC 385	University Core	3
		—
		16

Senior Year

Fall Semester		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
		—
		16

_____			15
Spring Semester			S.H.
CMSI 402	Senior Project Lab		4
CMSI _____	CMSI Elective		3
_____	Elective		3
_____	University Core		3
_____	University Core		3

The proper sequence of the University core courses should be discussed with the student's advisor.

Electrical Engineering

Undergraduate 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, 213, 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; 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
_____	University Core	3
MATH 131	Calculus I	4
FFYS 1000	First Year Seminar	3
_____		17

Spring Semester

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

Fall Semester		S.H.
ELEC 210	Electric Circuit Analysis	3
ELEC 213	Electric Circuit Analysis Lab	0
ENGR 200	Statics	3
MATH 234	Calculus III	4
PHYS 201	Intro to Elec & Mag	4
_____	University Core	3
_____		17

Spring Semester

ELEC 220	Electric Circuit Applications	3
ELEC 281	Logic Design	3
MATH 245	Differential Equations	3
MATH 250	Linear Algebra	3
_____	University Core	3
_____		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
_____		15

Spring Semester

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
		—
		15

Senior Year

Fall Semester		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

Spring Semester		S.H.
ELEC 402	Senior Project	3
ELEC 424	Communications II	3
ELEC ___	Elective	3
___ ___	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 111, 114; CMSI 185, 186, 281, 284; ELEC 210, 213, 220, 281; ENGR 100, 160; MATH 131, 132, 234, 245; PHYS 101, 201.

Upper Division Requirements:

ELEC 301, 302, 353, 354, 371, 383, 400, 401, 402, 423, 424, 584; 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.
CHEM 111	General Chemistry I Lab	1
CHEM 114	Gen Chem for Engineers	3
___ ___	University Core	3
ENGR 100	Intro to Engineering	3
MATH 131	Calculus I	4
FFYS 1000	First Year Seminar	3
		—
		17

Spring Semester		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

Fall Semester		S.H.
CMSI 185	Computer Programming	3
ELEC 210	Electric Circuit Analysis	3
ELEC 213	Electric Circuit Analysis Lab	0
MATH 234	Calculus III	4
PHYS 201	Intro to Elec & Mag	4

___ ___	University Core	3
		—
		17

Spring Semester

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

Fall Semester		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

Spring Semester		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

Fall Semester		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

Spring Semester		S.H.
ELEC 402	Senior Project	3
ELEC 424	Communications II	3
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.

Environmental Science

Director

James M. Landry

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. The curriculum for the major involves courses that will provide students the following knowledge and skills:

- theoretical and technical knowledge of the generation, transport, and fate of pollutants;

the impacts of contaminants and other stressors on receiving environments (air, water, land), biodiversity, natural resources, and human health;

resource management and conservation strategies;

design and implementation of field and laboratory studies;

data assessment employing the use of descriptive statistics and hypothesis testing; and

conveying technical information through written reports and poster and oral presentations.

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; ENVS 101, 250; MATH 104, 122; 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 lower division science courses.

Upper Division Requirements

33 upper division semester hours which will include: BIOL 318, 361, and 362; and ENVS 301, 302, 330, 332, and 401. In addition, an upper division elective course in environmental 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

BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113; ENVS 101, 301, 302, 330. Any substitution must be made with the consent of the Director of the Environmental Science program.

A grade of C (2.0) must be obtained in each course included in the minor.

Bachelor of Science in Environmental Science

(125 S.H.)

Freshman Year

Fall Semester

BIOL 101	General Biology I	S.H.	3
BIOL 111	General Biology I Lab		2
CHEM 110	General Chemistry I		3
CHEM 111	General Chemistry I Lab		1
FFYS 1000	First Year Seminar		3
MATH 104	Elementary Statistics		3
			15

Spring Semester

ENVS 101	Intro to Environmental Science	S.H.	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
_____	University Core		3
			15

Sophomore Year

Fall Semester

ENVS 250	Earth Science	S.H.	3
BIOL 201	Cell Functions		3
CHEM 220	Organic Chemistry I		3
MATH 122	Calculus for Life Sciences I		3
_____	University Core		3

Spring Semester

BIOL 202	Genetics	S.H.	3
CHEM 222	Organic Chemistry II		3
_____	University Core		3
_____	University Core		3
_____	University Core		3
			15

Junior Year

Fall Semester

ENVS 301	Environmental Science	S.H.	3
ENVS 302	Environmental Science Lab I		1
PHYS 253	General Physics I		4
_____	University Core		3
_____	University Core		3
_____	Elective		3
			17

Spring Semester

BIOL 318	Ecology	S.H.	4
ENVS 330	Environmental Chemistry		3
ENVS 332	Environmental Science Lab II		1
PHYS 254	General Physics II		4
_____	Upper Division Elective		3
			15

Senior Year

Fall Semester

BIOL 361	Microbiology	S.H.	3
BIOL 362	Microbiology Lab		1
_____	Upper Division Elective		3
_____	Upper Division Elective		3
_____	University Core		3
_____	University Core		3
			16

Spring Semester

ENVS 401	Senior Seminar/Project	S.H.	3
ENVS _____	Upper Division Elective		3
ENVS _____	Upper Division Elective		2
_____	University Core		3
_____	Upper Division Elective		3
_____	Upper Division Elective		3
			17

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.

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 advisors advise all engineering students during the first two semesters. Students must consult each semester with their 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

Fall Semester		S.H.
ENGR 100	Intro to Engineering	3
CHEM 111	General Chemistry I Lab	1
CHEM 114	Gen Chem for Engineers	3
_____	University Core	3
MATH 131	Calculus I	4
FFYS 1000	First Year Seminar	3

17

Spring Semester

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

17

Sophomore Year

Fall Semester		S.H.
ENGR 200	Statics	3
ELEC 210	Electric Circuit Analysis	3
ELEC 213	Electric Circuit Analysis Lab	0
MATH 234	Calculus III	4
PHYS 201	Intro to Elec & Mag	4
_____	University Core	3

17

Health and Human Sciences

Faculty

Chairperson: Hawley C. Almstedt

Associate Professor: Hawley C. Almstedt

Assistant Professors: Todd C. Shoepe, Sarah L. Strand, Heather P. Tarleton

Current LMU Students Interested in Transferring to the Department of Health and Human Sciences

Students who are currently enrolled in another major at LMU, but are interested in changing their major to HHSC are encouraged to apply during their first year at LMU. Students are asked to state their interest in HHSC by completing an application available from the department chair. In addition, students will need to complete HHSC 155, 156, 190 and 230 with a minimum grade of C (2.0) all in residence at LMU and have a minimum cumulative GPA of 2.5. Attainment of minimum requirements may not always be sufficient to secure approval of transfer request. The evaluation process will take place during the Fall and Spring semesters with students being informed once the evaluation process has been completed.

Bachelor of Science in Health and Human Sciences

The Health and Human Sciences major offers specialized programs to provide prerequisite training for graduate programs or careers in such fields as: nursing; physical and occupational therapy; public health and epidemiology; physician assistant; exercise science; and other allied health professions.

Clinical Faculty: David A. Ramirez

Degrees

Bachelor of Science in Health and Human Sciences

Bachelor of Science in Athletic Training

The Department offers two majors: Health and Human Sciences and Athletic Training. All students in the Department of Health and Human Sciences are required to complete an Internship/HHSC 495 for at least three semester hours. This is accomplished by carrying out an internship in the area of interest under the guidance of a faculty member.

Mission Statement

Within the context of LMU's mission, the Department of HHSC strives to cultivate educated students in the subjects of HHSC with quality classroom preparation for graduate schools and professional careers as well as relevant clinical, practical and evidence-based experience in health related fields. Such fields include, but are not limited to: athletic training; nursing; physical and occupational therapy; physician assistant; public health and epidemiology and exercise science. The Department prepares students in a positive environment that encourages the development of the whole person.

Vision Statement

The vision of the Department of HHSC is to develop quality graduates in the area of health science and its related professions. Excellence in development of the health science student is based on academics, research, service, professional and practical experiences.

Student Learning Outcomes

1. Students will demonstrate basic understanding and appreciation of the human body's relationship to health and wellness through science, theory and application.
2. Students will demonstrate effective communication skills necessary to explain to others effectively and accurately about human health and wellness in a variety of organizational and institutional settings.
3. Students will demonstrate critical-thinking skills and the ability to access and critically evaluate relevant health information and resources.
4. Students will demonstrate the interpersonal skills required to work cooperatively with diverse individuals and groups on issues related to the human condition.
5. Students will demonstrate basic understanding and appreciation of cultural, philosophical and professional considerations related to health and wellness.
6. Students will demonstrate a world view that integrates spiritual and ethical values with their vocational calling.
7. Students will have clear career goals and demonstrate practical preparation for their career.

Major Requirements

Major Requirements

Lower Division Requirements:

BIOL 101, 111, 201, CHEM 110, 111, 112, 113; MATH 122, 204; HHSC 155, 156, 255, 256, 190, 230; PHYS 253, 254 and PSYC 100. In order to graduate a student must have a C(2.0) GPA or better. In order to take upper division science courses, a student must have a C(2.0) average in lower division science courses and a C(2.0) or better in all HHSC courses and PSYC 100.

Upper Division Requirements:

Students need to choose a minimum of 1 course from each category listed below. 3 labs must be completed (a combination of Upper and Lower Extremities & Therapeutic Modalities and Rehabilitation count as lab equivalents). A total of 27 of upper division HHSC semester hours must be completed. Including 3 semester hours of Internship.

Students are required to take at least one of the following Psychology courses: PSYC 332 or 352.

A student must have a C (2.0) average in upper division science courses.

Clinical Courses

Upper Extremity Evaluation (HHSC 360)	Lower Extremity Evaluation (HHSC 361)	Obesity & Behavior (HHSC 320, 321)	
Therapeutic Modalities + Lab (HHSC 460, HHSC 466)	Therapeutic Rehabilitation (HHSC 461)	Advanced Nutrition + Lab (HHSC 331, 336)	Medical Microbiology + Lab (HHSC 440, 441)
Medical Nutrition Therapy + Lab (HHSC 330, 331)	Exercise for Special Populations (HHSC 350)	Peer Health Education (HHSC 342)	Pathology (HHSC 434)
	Pathology (HHSC 434)	Global and Community Health (HHSC 344)	Sports Medicine Teaching Workshop (HHSC 334)
		Global Nutrition (HHSC 335)	
		Nutrition Service Learning Lab (HHSC 336)	

Health Management & Policy Courses

Administration in Sports Medicine (HHSC 412)
Public Health (HHSC 322)
Population Based Research Methods (HHSC 417)
Chronic Disease & Injury Epidemiology + Lab (HHSC 420, 421)

Medical Bioethics (HHSC 413)
Science & Engineering Ethics (PHIL 323 - core)
Test & Measurements (HHSC 310)

Exercise Science Courses

Kinesiology + Lab (HHSC 380, 381)
Strength & Conditioning + Lab (HHSC 375, 376)
Motor Control*

Exercise Physiology + Lab (HHSC 475, 476)
Biomechanics + Lab (HHSC 480, 481)
Motor Learning*

* indicates courses yet to be offered.

Health & Wellness Courses

B.S. Degree in Health and Human Sciences

(127 S.H.)

Freshman Year

Fall Semester

HHSC 190	Medical Terminology & Seminar	S.H.	
BIOL 101	General Biology I	3	
BIOL 111	General Biology I Lab	3	
CHEM 110	General Chemistry I	2	
CHEM 111	General Chemistry I Lab	3	
FFYS 1000	First Year Seminar	1	
		3	
		—	
		15	

Spring Semester

HHSC 155	Human Anatomy & Physiology I	S.H.	
HHSC 156	Human Anatomy & Phys. I Lab	3	
CHEM 112	General Chemistry II	1	
CHEM 113	General Chemistry II Lab	3	
MATH 122	Calculus/Life Sciences I	3	
HHSC 230	Nutrition	3	
	University Core	3	
		—	
		17	

Sophomore Year

Fall Semester

HHSC 255	Human Anatomy & Physiology II	S.H.	
HHSC 256	Human Anatomy & Phys. II Lab	3	
PHYS 253	General Physics I	1	
BIOL 201	Cell Function	4	
	University Core	3	
	Elective	3	
		—	
		17	

Spring Semester

PHYS 254	General Physics II	S.H.	
PSYC 100	General Psychology (Core)	4	
MATH 204	Statistics	3	
— — —	University Core	3	
— — —	Elective	3	
		—	
		16	

Junior Year

Fall Semester

S.H.

UD HHSC	300 level HHSC with Lab	4
UD HHSC	300 level HHSC	3
PSYC 332 or 352	Psych Disorders or Develop. Psych (Core)	3
— — —	University Core	3
— — —	Upper Division Elective	3

Spring Semester

UD HHSC	300 level HHSC with Lab	S.H.	4
UD HHSC	300 level HHSC	3	
HHSC 495	Allied Health Internship	3	
— — —	Upper Division Elective	3	
UD Core	UD University Core	3	

Senior Year

Fall Semester

UD HHSC	400 level HHSC with Lab	S.H.	4
UD HHSC	300 level HHSC	3	
— — —	Upper Division Elective	3	
— — —	University Core	3	
— — —	University Core	3	

Spring Semester

UD HHSC	400 level HHSC	S.H.	3
UD HHSC	400 level HHSC	3	
— — —	Upper Division Elective	3	
— — —	University Core	3	
— — —	University Core	3	

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 Athletic Training

Program Director: David A. Ramirez
Clinical Education Coordinator: Sarah L. Strand

The Athletic Training major is designed for students interested in pursuing a career as a certified athletic trainer (ATC). The profession of Athletic Training is recognized by the American Medical Association as an allied health profession. ATC's are members of the National Athletic Trainers' Association (NATA) and are medical experts in preventing, diagnosing, 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 accredited through the Commission on the Accreditation of Athletic Training Education (CAATE). In order for students to sit for the Board of Certification (BOC) examination, they must graduate from a CAATE-accredited program.

Objectives

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 BOC national exam to become an ATC. 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 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 HHSC 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

Major Requirements

Lower Division Requirements:

BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113; MATH 122, 204; HHSC 155, 156, 160, 162, 190, 230, 255, 256; 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:

39 semester hours must be taken in upper division health and human sciences courses which include: HHSC 301, 302, 303, 304, 360, 361, 380, 401, 402, 403, 412, 434, 460, 461, 475, 476, 480.

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

(127 S.H.)

Freshman Year

Fall Semester		S.H.
HHSC 190	Medical Terminology & Seminar	3
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
FFYS 1000	First Year Seminar	3
_____		15
Spring Semester		S.H.
HHSC 155	Human Anat & Physlgy I	3
HHSC 156	Human Anat & Phys II Lab	1
HHSC 160	Princ. of Athletic Training	3
HHSC 162	First Aid and Emerg. Resp	2
CHEM 112	General Chemistry II	3
CHEM 113	General Chemistry II Lab	1
MATH 122	Calculus/Life Sciences I	3
_____		16

courses that contain CAATE clinical proficiencies at LMU (minimum of six semesters).

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 or have signed an appropriate waiver
- Verification that student can meet technical standards with or without accommodations
- Two letters of recommendation
- The completion of observation hours
- A transcript showing the successful completion of the following courses with a GPA of 2.50 or better in:
 - HHSC 190
 - BIOL 101, 111
 - Good standing in HHSC 155, 156, 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.
- Students admitted into the ATEP will be financially responsible for items relating to their clinical rotations including: uniforms, transportation, background checks and meals.

Sophomore Year

Fall Semester		S.H.
HHSC 230	Nutrition	3
HHSC 255	Human Anat & Physlgy II	3
HHSC 256	Human Anat & Phys II Lab	1
HHSC 301	Ath Training Practicum I	1
HHSC 360	Upper Extremity Evaluation	3
BIOL 201	Cell Function	3
_____	University Core	3
_____		17
Spring Semester		S.H.
HHSC 361	Lower Extremity Eval	3
HHSC 302	Ath Training Practicum II	2
PSYC 100	General Psychology	3
_____	University Core	3
_____	University Core	3
MATH 204	Statistics	3
_____		17

Junior Year

Fall Semester		S.H.
HHSC 303	Ath Training Practicum III	2
HHSC 460	Therap Mod in Sports Med	3
HHSC 466	Therap Mod in Sports Med Lab	1
PHYS 253	General Physics I	4
PSYC 332	Psychological Disorders	3
	or	
PSYC 352	Developmental Psych	(3)
_____	University Core	3
_____		15
Spring Semester		S.H.
HHSC 475	Exercise Physiology	3
HHSC 476	Exercise Physiology Lab	1
HHSC 461	Therap Rehab in Sprts Med	3
HHSC 304	Ath Training Practicum IV	2
PHYS 254	General Physics II	4
_____		13

Senior Year

Fall Semester

HHSC 401	Athletic Training Intern I	S.H.	2
HHSC 412	Admin in Sports Medicine		3
HHSC 380	Kinesiology		3
_____	University Core		3
_____	University Core		3
_____	University Core		3

Spring Semester

HHSC 469	Senior Sem in Ath Training	S.H.	1
HHSC 480	Biomechanics		3
HHSC 488	Pathology		3
HHSC 402	Athletic Training Intern II		2
_____	University Core		3
_____	University Core		3

16

17

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.

Mathematics

Faculty

Chairperson: Suzanne Larson
 Professors: Curtis D. Bennett, Michael Berg, Jacqueline M. Dewar, Ben F. Fitzpatrick (Clarence J. Wallen, S.J., Chair), Suzanne Larson, Herbert A. Medina, Blake Mellor, Edward C. Mosteig, Patrick D. Shanahan
 Associate Professors: Alissa S. Crans, Angela Gallegos, Lily S. Khadjavi, Thomas Zachariah
 Assistant Professors: Anna Bargagliotti, Yanping Ma, Robert James Rovetti
 Clinical Faculty: Natalie Rivetti-Ortiz

Mathematics Graduate Program

Contact Information

Graduate Director: Anna Bargagliotti
Office Location: University Hall 2712
Telephone: 310.338.4582
Fax: 310.338.3768
E-mail: Anna.Bargagliotti@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 been a mathematics major, mathematics minor, or had equivalent coursework.

To be considered for admission, students must submit a Graduate Division application, a statement of intent, transcripts from all colleges/universities attended and the application fee. A letter of recommendation addressing the student's mathematical background and teaching experience, if any, is also required. Admittance to the program is considered provisional until the initial course is passed with a grade B or better.

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.

Mathematics 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.

Learning Outcomes

1. Content Proficiency. In each of the following subject areas of mathematics:
 - a. calculus and analysis,
 - b. abstract and linear algebra,
 - c. probability, combinatorics and statistics,
 - d. elementary numerical methods;
 students will be able to:
 1. State and use basic definitions and theorems.
 1. Solve basic problems.
 2. Decide on useful approaches to more complicated problems.
 3. Explain the central concepts of the subject.
2. Communication. Students will be able to communicate mathematics both orally and in writing. They will do so according to accepted standards in mathematics.
3. Tools. Students will employ a variety of tools such as the library, Internet, computers, and calculators to solve problems and do undergraduate research.
4. Independent Learners. Students will be able to independently investigate a mathematical topic.
5. Career and Professional Preparation. LMU mathematics graduates will be prepared to engage in mathematics-related professions or in a graduate school academic environment. This preparation will include significant pre-professional experiences.

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.

All students transferring into the Frank R. Seaver College of Science and Engineering or the College of Business Administration, or who are Eco-

nomics majors or Liberal Studies majors, must take the mathematics placement examination unless they have transferred a college algebra, precalculus, 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, precalculus, 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 BIOL 101, 102; CHEM 110, 112, 114; CMSI 185, 281; PHYS 101, 201. The Bachelor of Science in Mathematics and the Bachelor of Science in Applied Mathematics degrees require an additional science course chosen from the 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. For more details on the additional requirements for a Teaching Credential, and a sample four-year curriculum which includes both the requirement for the Bachelor of Arts in Mathematics and the Teaching Credential, see the Secondary Teacher Preparation Program section in this Bulletin.

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) chosen in consultation with her/his advisor; EDES 488; and two 3 semester hour EDxx courses chosen from the list of requirements for the preliminary single subject secondary credential or one such EDxx course and one course from BIOL 101, 102, 201, 202; CHEM 114, 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 mathematics. By choosing appropriate mathematics electives in consultation with her/his faculty advisor, the student can emphasize in pure mathematics, applied and computational mathematics, or a combination of both. The degree can be tailored to meet the needs of students who expect to pursue a graduate degree in pure mathematics, expect to pursue a graduate degree in applied mathematics, or intend to work in a mathematics-related field in industry.

Upper Division Requirements (10 courses):

MATH 321, 331, 357, 360, one of MATH 491, 493, 495, or 497, and five additional 3 semester hour upper division MATH electives (excluding MATH 301 and 302) 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 an interdisciplinary program that combines the study of applied and computational mathematics with a scientific area of specialization. This program can be tailored to meet the needs of students who expect to pursue a graduate degree in applied mathematics or science, expect to double-major or

minor in a scientific field, or intend to work in a mathematics-related interdisciplinary field in industry.

Upper Division Requirements (10 courses):

MATH 321, 357, 331, 360, 495 or 497, and three additional 3 semester hour upper division MATH electives (excluding MATH 301 and 302) chosen in consultation with his/her faculty advisor, and two upper division courses in a scientific area of specialization chosen in consultation with her/his faculty advisor and approved by the Chairperson of the Mathematics Department. Note: Some areas of specialization require additional sophomore-level classes before upper-division coursework can begin; the faculty advisor will discuss these details with the student.

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.

Secondary Teacher Preparation Program in Mathematics

For information on this program, see the Secondary Teacher Preparation Program section in this Bulletin.

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
FFYS 1000	First Year Seminar	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
_____	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.

Spring Semester		S.H.
Edxx 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

Fall Semester		S.H.
EDxx 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

Spring Semester		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

Fall Semester		S.H.
EDES 488	Trends in Teaching 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

Spring Semester		S.H.
_____	Elective	3
_____	Elective***	3
_____	Elective***	3
_____	Elective***	3
		12

* * 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 semester hours can be used for secondary directed teaching (EDCE 412).

Bachelor of Science in Applied Mathematics Curriculum
(124/126 S.H.)

Freshman Year

Fall Semester		S.H.
MATH 131	Calculus I	4
MATH 190	Workshop in Math I	2
FFYS 1000	First Year Seminar	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
MATH 3xx	Mathematics Elective	3
<i>or</i>		
_____	UD Science Requirement**	(3)
_____	University Core	3
_____	University Core	3
		15

Spring Semester		S.H.
MATH 331	Elements of Group Theory	3
MATH 357*	Complex Variables*	3
_____	University Core	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		18

Senior Year

Fall Semester		S.H.
MATH 495	Mathematical Modeling	3
MATH 3xx	Mathematics Elective	3
<i>or</i>		
_____	UD Science Requirement**	(3)
_____	Elective	3

_____	Elective	3
_____	Elective	3
		15
Spring Semester		S.H.
MATH 3xx	Mathematics Elective	3
MATH 3xx	Mathematics Elective	3
		6
_____	UD Science Requirement**	(3)
MATH 3xx	Mathematics Elective	3
		3
_____	UD Science Requirement**	(3)
_____	Elective	3
_____	Elective	3
		15

* MATH 357 and 360 are both required but can be taken in any order.

** Two upper division courses are required in a scientific area of specialization chosen with faculty advisor and approved by the Chairperson of the Mathematics Department.

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
FFYS 1000	First Year Seminar	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 331	Elements of Group Theory	3
MATH 357*	Complex Variables*	3
MATH 3xx	Mathematics Elective	3
_____	Elective	3
_____	Elective	3
_____	Elective	3
		18

Senior Year

Fall Semester		S.H.
MATH 3xx	Mathematics Elective	3
MATH 3xx	Mathematics Elective	3
MATH 3xx	Mathematics Elective	3
_____	Elective	3
_____	Elective	3
		15

Spring Semester		S.H.
MATH 3xx	Mathematics Elective	3
MATH 49x**	Seminar**	3
		<i>or</i>
MATH 497**	Thesis**	(3)
_____	Elective	3
_____	Elective	3
_____	Elective	3
		15

* MATH 357 and 360 are both required but can be taken in any order.

** Either MATH 491, 493, 495, or 497 is required (one course only) for the Bachelor of Science in Mathematics.

Mechanical Engineering

Faculty

Chairperson: Nader Saniei
 Graduate Program Director: Mel I. Mendelson
 Professors: Omar S. Es-Said, Mel I. Mendelson, Rafiqul I. Noorani, Nader Saniei
 Associate Professor: Matthew T. Siniawski
 Assistant Professors: Pezhman Hassanpour
 Lecturers: Chris Cobb, Vinay Goyal, Greg V. Meholic, James P. Nokes, Peter B. Pollack, Miroslav Sir, Hooman Rahimi-Zadeh

Description

Mechanical Engineering is very broad in scope and is pertinent to a variety of engineering activities and products, such as transportation vehicles, energy generation, machine mechanisms, manufacturing systems, structures, and processing plants. The Mechanical Engineering program provides a solid foundation for work in all of these fields. The flexible and modern 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. Engineering design is a major emphasis of the curriculum, and students work on various aspects of design projects throughout, culminating in a comprehensive capstone design project. Modern, well-equipped research laboratories support the curriculum. These laboratory facilities include computer-aided design and engineering, manufacturing, the materials science and materials processing, rapid prototyping, renewable energy, robotics, solid mechanics, thermal and fluid systems, and tribology.

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 leadership roles in industry and advanced graduate studies.

Educational Objectives

The Mechanical Engineering program has established the following program educational objectives that are consistent with the University's mission and 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 competency and 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 competition experiences, internships, research opportunities, professional society involvement, and extracurricular activities.

Program Outcomes

The Mechanical Engineering program has established the following program outcomes:

- a. an ability to apply knowledge of mathematics, science, and engineering
- b. an ability to design and conduct experiments, as well as to analyze and interpret data
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d. an ability to function on multidisciplinary teams
- e. an ability to identify, formulate, and solve engineering problems
- f. an understanding of professional and ethical responsibility
- g. an ability to communicate effectively
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i. a recognition of the need for, and an ability to engage in life-long learning
- j. a knowledge of contemporary issues
- k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Mechanical Engineering Undergraduate Program

Mechanical Engineering Curriculum

(131 S.H.)

Transfer Requirements

Students who are currently enrolled in another major at LMU, but are interested in changing their major to MECH must complete CHEM 111, 114; MATH 131, 132; and PHYS 101 with a minimum grade of C (2.0) in each course before being considered. Final approval of the transfer request resides with the Chair of the Mechanical Engineering Department.

Major Requirements

Lower Division Major Requirements:

BIOL 114; CHEM 111, 114; ELEC 210, 213; ENGR 100, 160, 200;

MATH 131, 132, 234, 245; MECH 211, 212, 213, 223; PHYS 101, 201.

Upper Division Major Requirements:

MATH 355, MECH 302, 303, 310, 312, 313, 321, 322, 323, 401, 402, 410, 412; and four additional 3 semester hours of 500-level MECH electives chosen in consultation with his or her advisor.

The proper sequence of the University Core courses should be discussed with the student's advisor.

Freshman Year

Fall Semester		S.H.
CHEM 111	General Chemistry I Lab	1
CHEM 114	Gen Chem for Engineers	3
_____	University Core	3
ENGR 100	Intro to Engineering	3
MATH 131	Calculus I	4
FFYS 1000	First Year Seminar	3
_____		_____
		17

Spring Semester		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

Fall Semester		S.H.
ELEC 210	Electric Circuit Analysis	3
ELEC 213	Electric Circuit Analysis Lab	0
ENGR 200	Statics	3
MATH 234	Calculus III	4
PHYS 201	Intro to Elec & Mag	4
_____	University Core	3
_____		_____
		17

Spring Semester		S.H.
MATH 245	Differential Equations	3
MECH 211	Computer Aided Design	2
MECH 212	Mechanics of Materials	3
MECH 213	Dynamics	3
MECH 223	Thermodynamics	3
_____	University Core	3
_____		_____
		17

Junior Year

Fall Semester		S.H.
MATH 355	Methods of Applied Math	3
MECH 302	Thermo, Fluids & Energy Lab	2
MECH 312	Vibrations	3
MECH 313	Materials Science	3
MECH 322	Fluid Mechanics	3
_____	University Core	3
_____		_____
		17

Spring Semester		S.H.
MECH 303	Solids, Mechncs, and MatrIs Lab	2
MECH 310	Machine of Design	3
MECH 321	Energy Systems	3
MECH 323	Heat Transfer	3
_____	University Core	3
_____	University Core	3
_____		_____
		17

Senior Year**Fall Semester**

MECH 401	Capstone Project I	S.H.	3
MECH 410	Design & Manufacturing Lab		2
MECH 5xx	MECH Elective		3
MECH 5xx	MECH Elective		3
MECH 412	Control Systems		3

14**Spring Semester**

MECH 402	Capstone Project II	S.H.	3
MECH 5xx	MECH Elective		3
MECH 5xx	MECH Elective		3
_____	University Core		3
_____	University Core		3

15**Mechanical Engineering Graduate Program****Admission Requirements**

All applicants must possess a Bachelor of Science (B.S.) degree or an undergraduate engineering degree, which shall include at least:

1. 3 semester hours (1 course) of general chemistry
2. Mathematics courses through differential equations
3. A total of 12 semester hours (4 courses) of science, which could include biology, chemistry, or physics.

A completed application form and \$50 application fee (completed online at the Loyola Marymount University Graduate Division). Admission into the program is in strict conformity with the requirements for all graduate students set forth by the LMU Graduate Division. Upon review of the student's undergraduate and professional preparation, additional admission requirements may be set by the Mechanical Engineering Department. 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.

Program Requirements**Requirements for Master of Science in Engineering Degree, major in Mechanical Engineering***(30 semester hours)*

The candidate for the Master of Science in Engineering degree in Mechanical Engineering must satisfy the following requirements:

1. Complete MECH 504, Engineering Mathematics.
2. Complete 27 semester hours (9 courses) from the courses listed within one of the two focus tracks below. At least 3 semester hours (1 course) must be at the 600 level.

MECH 510	Computer Aided Manufacturing
MECH 511	Materials Selection in Design
MECH 512	Advanced Mechanics of Materials
MECH 513	Metallurgical and Materials Science
MECH 514	Modern Methods in Materials Science
MECH 515	Composites
MECH 516	Finite Elements Methods
MECH 517	Fracture Mechanics
MECH 518	Shock and Vibration Engineering
MECH 520	Computational Fluid Dynamics
MECH 521	Alternative Energy Systems
MECH 531	Design of Tribological Systems
MECH 532	Robotics
MECH 538	Structural Dynamics
MECH 542	Turbomachinery
MECH 543	Propulsion
MECH 612	Rapid Prototyping
MECH 620	Nanotechnology Engineering Topics
MECH 621	Solar Thermal Energy Systems
MECH 623	Advanced Thermodynamics
MECH 634	Fatigue
MECH 643	Advanced Heat Transfer

MECH 651 New Product Design and Development

3. At least 6 semester hours (2 courses) must be at the 600 level. A maximum of one elective course in another engineering department may be taken with the consent of the Graduate Program Director. The Thesis Option (MECH 686) may be chosen to satisfy up to 6 semester hours of these elective course requirements (see below).
4. Maintain a minimum cumulative GPA of 3.0 ("B") for all coursework. Achieve a grade of "B" or better in all 500 level courses.
5. A maximum of three courses (9 semester hours) may be taken in any given semester.
6. Thesis Option. With the consent of the Department, the student may elect a thesis. The thesis will satisfy 6 semester hours of the elective mechanical engineering course work requirements. The student may enroll for a maximum of 3 semester hours of Master's Thesis in any given semester (MECH 686). The student electing the thesis option must obtain a thesis advisor and two other committee members before Departmental consent will be considered. Formal thesis requirements must be obtained from the Graduate Program Director.

Requirements for the Combined B.S./M.S. Degrees, major in Mechanical Engineering*(27 semester hours)*

Only LMU Seniors in Mechanical Engineering with a GPA of 3.0 or greater are eligible to apply for the combined degree program. The student must apply for admission before the end of the Fall semester of the senior year. The candidate for the Combined B.S./M.S. in Engineering degree in Mechanical Engineering must satisfy the following requirements:

1. In addition to the undergraduate B.S. degree requirements, an admitted student must enroll in one additional 500-level mechanical engineering course during the Spring semester of the senior year.
2. The student must take one 500- or 600-level course during each Summer Session (for a total of two courses) immediately following the senior year. Three courses per semester must be taken during the first year of the program.
3. Complete MECH 504, Engineering Mathematics.
4. At least 3 semester hours (1 course) must be at the 600 level.
5. Complete 3 semester hours of the research project course (MECH 685). The student must obtain a project advisor before Departmental consent will be granted. Formal requirements must be obtained from the Graduate Program Director.
6. The student cannot enroll in the Thesis Option or retake any 500-level courses already completed from the undergraduate degree.

Physics

Faculty

Chairperson: Jeff Sanny

Professors: John B. Bulman, Vincent P. Coletta, Jonas R. Mureika, Jeff Sanny, Gabriele U. Varieschi

Associate Professor: Jeffrey A. Phillips

Adjunct Professor: James McCarthy

Clinical Faculty: David Berube

The Physics department offers degrees in Physics and Engineering Physics.

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 111, 114; ENGR 160; MATH 131, 132, 234, 245, 250; PHYS 101, 195, 201, 206, 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, 451, and three upper division physics electives selected from the following: 351, 361, 371, 421, 441, 461, 471. Seniors must complete the capstone experience, PHYS 480, and senior thesis, PHYS 481. 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, 206, or PHYS 253, 254, 206.

A grade of C (2.0) or better is required for every course included in the minor.

Learning Outcomes

Physics majors will know:

1. The concepts of classical physics
2. The theories of modern physics
3. The discoveries and questions of contemporary physics

Physics majors will be able to:

1. Form new inferences about the physical world by carrying out scientific investigations
2. Solve problems, which includes formulating a strategy, estimating a solution, applying appropriate techniques, and evaluating the result
3. Design and conduct experiments, and well as analyze and interpret the resulting data
4. Employ computational methods to perform calculations and model physical systems

5. Communicate effectively their understanding of core physical principles, the results of experiments, and their analysis of physical problems

Physics majors will value:

1. Ethical and unbiased actions as cornerstones to the scientific method
2. The impact of physics on society
3. The role of elegance and beauty in the scientific process

Physics Curriculum

(129 S.H.)

Freshman Year

Fall Semester		S.H.
PHYS 195	Waves and Light	3
CHEM 111	General Chemistry I Lab	1
CHEM 114	Gen Chem for Engineers	3
FFYS 1000	First Year Seminar	3
MATH 131	Calculus I	4
_____	University Core	3

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Spring Semester

PHYS 101	Intro to Mechanics	4
ENGR 160	Algorithms & Applications	3
MATH 132	Calculus II	4
_____	University Core	3
_____	University Core	3

17

Sophomore Year

Fall Semester		S.H.
PHYS 201	Intro Elec & Mag	4
MATH 234	Calculus III	4
MATH 245	Differential Equations	3
_____	University Core	3
_____	University Core	3

17

Spring Semester

PHYS 206	Modern Physics	4
PHYS 212	Intermediate Mechanics	3
MATH 250	Linear Algebra	3
_____	University Core	3
_____	University Core	3

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Junior Year

Fall Semester		S.H.
PHYS 301	Electromagnetic Fields	3
	or	
PHYS 321	Quantum Mechanics I	(3)
PHYS ____	UD Physics Elective	3
MATH 355	Methods of Applied Math	3
PHYS 411	Modern Physics Lab	3
	or	
_____	Elective	(3)
_____	University Core	3

15

Spring Semester

PHYS 302	Electromagnetic Waves	3
	or	
PHYS 322	Quantum Mechanics II	(3)
PHYS ____	UD Physics Elective	3
	or	
PHYS 451	Thermo and Stat Mech	(3)
MATH ____	Major Requirements	3

___ ___	University Core	3
___ ___	Elective	3
		15

Senior Year

Fall Semester		S.H.
PHYS 301	Electromagnetic Fields <i>or</i>	3
PHYS 321	Quantum Mechanics I	(3)
PHYS 411	Modern Physics Lab <i>or</i>	3
___ ___	Elective	(3)
PHYS 480	Capstone Experience	1
PHYS ___	UD Physics Elective	3
___ ___	University Core	3
___ ___	Elective	3
		16

Spring Semester		S.H.
PHYS 302	Electromagnetic Waves <i>or</i>	3
PHYS 322	Quantum Mechanics II	(3)
PHYS ___	UD Physics Elective <i>or</i>	3
PHYS 451	Thermo and Stat Mech	(3)
PHYS 481	Senior Thesis	1
___ ___	University Core	3
___ ___	Elective	3
___ ___	Elective	3
		16

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 Requirements:

CHEM 111, 114; ELEC 210, 213, 220, 281; ENGR 100, 160; MATH 131, 132, 234, 245, 250; PHYS 101, 195, 201, 206, 212.

Each course in MATH and PHYS listed above must be passed with a grade of C (2.0) or better.

Upper Division Requirements:

ELEC 301, 353, 354; MATH 355; PHYS 301, 302, 321, 322, 411, and two upper division physics electives selected from the following: 351, 361, 371, 421, 441, 461, 471. Seniors must complete the capstone experience, PHYS 480, and senior thesis, PHYS 481. Students must also take a two-course sequence in a technical area. Among the options are: ELEC 302 and ELEC 383; MECH 323 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.

Learning Outcomes

Engineering Physics majors will know:

1. The concepts of classical physics
2. The theories of modern and contemporary physics
3. The concepts of engineering and applied physics

Engineering Physics majors will be able to:

1. Understand, apply, and adapt known physical models to real-world situations

2. Solve problems, which includes formulating a strategy, estimating a solution, applying appropriate techniques, and evaluating the result
3. Design systems, conduct experiments, and analyze data to address the needs of contemporary society
4. Employ computational methods to perform calculations and generate data that model physical systems
5. Communicate effectively their understanding of core engineering principles, the results of experiments, and their analysis of physical problems

Engineering Physics majors will value:

1. Ethical and unbiased actions as cornerstones to the scientific method
2. The impact of applied physics on society
3. The interplay between theory and applications

Engineering Physics Curriculum

(126 S.H.)

Freshman Year

Fall Semester		S.H.
PHYS 195	Waves and Light	3
CHEM 111	General Chemistry I Lab	1
CHEM 114	Gen Chem for Engineers	3
FFYS 1000	First Year Seminar	3
ENGR 100	Intro to Engineering	3
MATH 131	Calculus I	4
		17
Spring Semester		S.H.
ENGR 160	Algorithms & Applications	3
MATH 132	Calculus II	4
PHYS 101	Intro to Mechanics	4
___ ___	University Core	3
___ ___	University Core	3
		17

Sophomore Year

Fall Semester		S.H.
PHYS 201	Intro Elec & Mag	4
ELEC 210	Electric Circuit Analysis	3
ELEC 213	Electric Circuit Analysis Lab	0
MATH 234	Calculus III	4
MATH 245	Differential Equations	3
___ ___	University Core	3
		17
Spring Semester		S.H.
PHYS 206	Modern Physics	4
PHYS 212	Intermediate Mechanics	3
ELEC 220	Electric Circuit Applications	3
MATH 250	Linear Algebra	3
ELEC 281	Logic Design	3
		16

Junior Year

Fall Semester		S.H.
PHYS 301	Electromagnetic Fields <i>or</i>	3
PHYS 321	Quantum Mechanics I	(3)
ELEC 353	Electronics I	3
MATH 355	Methods of Applied Math	3
ELEC 301	Junior Lab I	3
PHYS 411	Modern Physics Lab <i>or</i>	3
___ ___	University Core	(3)
		15

Spring Semester

PHYS 302	Electromagnetic Waves or	S.H. 3
PHYS 322	Quantum Mechanics II	(3)
ELEC 354	Electronics II	3
— —	Technical Sequence*	3
— —	or	
— —	University Core	(3)
— —	University Core	3
— —	University Core	3

15**Senior Year****Fall Semester**

PHYS 301	Electromagnetic Fields or	S.H. 3
PHYS 321	Quantum Mechanics I	(3)
PHYS 480	Capstone Experience	1
PHYS —	UD Physics Elective	3
— —	Technical Sequence*	3
PHYS 411	Modern Physics Lab or	3
— —	University Core	(3)
— —	University Core	3

16**Spring Semester**

PHYS 302	Electromagnetic Waves or	S.H. 3
PHYS 322	Quantum Mechanics II	(3)
PHYS 481	Senior Thesis	1
PHYS —	UD Physics Elective	3
— —	Technical Sequence*	3
— —	or	
— —	University Core	(3)
— —	University Core	3

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*A two-course sequence in a technical area is required. Some recommended sequences are:

- ELEC 383 Introduction to Microprocessors and ELEC 302 Junior Lab II (Fall/Spring)
- MECH 322 Fluid Mechanics and PHYS 451 Thermodynamics and Statistical Mechanics (Fall/Spring)
- ELEC 371 Linear Systems and ELEC 423 Communications I (Spring/Fall)

Science, Engineering, and Mathematics

Science, Engineering, and Mathematics (SCEM) courses are offered by the Frank R. Seaver College of Engineering.

Systems Engineering and Engineering Management**Faculty**

Graduate Director: Frederick S. Brown

Professor: Bohdan H. Oppenheim

Lecturers: Ramon Coronel, Arnold Galloway, Elham Ghashghai, Claire Leon, Rosalind Lewis, Barry Molnaa, John Stupar, Charles Tang

Program Advisors: Harland Bittner, Aerospace Corporation; Manuel De-Ponte, Aerospace Corporation; Col. James Horejsi, USAF SMC; Steven Lewis, Northrop Grumman Space Technology; 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:

- The **Systems Engineering MS program**.
- 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.
- The **Systems Engineering MS program with a Technical Focus or Concentration** 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. The course plan must be approved by both the Director of Systems Engineering and the Director of the Technical Focus program.
- A post-baccalaureate **Certificate in Systems Engineering** providing the skills required for conducting and managing basic systems engineering activities.
- A Certificate in Program Leadership that consists of SELP 594, 661, and 688.

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.embarc.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—one from a current manager
- 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, SELP 673 New Product Design and Development,* or SELP 675 Introduction to Modeling and Analysis (one of three)
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

SCHOOL OF EDUCATION

Administration

Dean: Shane P. Martin

Associate Dean, Business Services: Kathleen Ash

Associate Dean, Faculty: Mary McCullough

Assistant Dean, Strategic Partnerships: Manny Aceves

Assistant Dean, Academic Services: Annette Pijuan

Assistant Dean, Enrollment and Business Services: Eric Young

Contact Information

Office Location: University Hall 2100

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Fax: 310.258.5599

Website: <http://soe.lmu.edu>

Introduction

The School of Education offers graduate programs in the following areas of study: Administration, Bilingual Education, Catholic Inclusive Education, Catholic School Administration, Reading Instruction, Educational Studies, School Psychology, Elementary and Secondary Education, Counseling, and Special Education. 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 ac-

tive 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

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.

The following four broad learning goals are intended to express the expectations for how all candidates will achieve the mission of the School of Education. Under each goal are corresponding candidate learning outcomes that express specific ways in which candidates should be able to demonstrate fulfillment of each goal.

Unit Goal 1: Candidates will respect and value all individuals and communities.

Candidate Learning Outcomes

Diversity: Candidates will know, value, and integrate the diversity of students and their communities

Culture of high expectations: Candidates will promote a culture of high expectations for all

Inclusion: Candidates will be able to use inclusive strategies and practices

Community: Candidates will be able to gather and use multiple resources to better understand and serve their community

Unit Goal 2: Candidates will integrate theory and practice.

Candidate Learning Outcomes

Knowledge: Candidates will be able to demonstrate knowledge of historical, philosophical, socio-political, economic, and legal influences on education

Critical Lens: Candidates will be able to use a critical lens to analyze and share content knowledge

Reflection: Candidates will be able to reflect on personal experience of self and others to inform practice

Disposition: Candidates will understand and model exemplary professional practices

Research: Candidates will be able to use multiple research methodologies

Pedagogical Technology: Candidates will be able to integrate content and pedagogical knowledge, academic skills, and technology in professional practice

Unit Goal 3: Candidates will advocate for access to a socially just education.

Candidate Learning Outcomes

Communication and Collaboration: Candidates will be able to effectively communicate and collaborate

Academic Excellence: Candidates will promote academic excellence in the field

Equity: Candidates will be able to use pedagogical skills to implement principles of equity and empowerment

Social Justice: Candidates will be able to understand and respond to issues related to the preferential option for the poor and marginalized groups

Technology: Candidates will be able to advocate for and critically use technology

Lifelong Learning: Candidates will demonstrate a commitment to ongoing professional development and involvement in professional organizations

Unit Goal 4: Candidates will lead in order to facilitate transformation.

Candidate Learning Outcomes

Ethics: Candidates will be able to practice effective, ethical, and moral leadership

Shared Vision: Candidates will be able to share and collaboratively construct an inclusive vision within professional learning communities

Performance Evaluation: Candidates will be able to seek, reflect upon, and respond to constructive feedback

Systemic Change: Candidates will understand and use the elements, processes, and technological advances that lead to systemic change

Assessment: Candidates will understand and promote equitable and effective assessment and evaluation systems

School of Education Academic Regulations

Graduate Admissions Policies

Applicants for graduate programs are encouraged to contact SOE Admissions for advice and assistance in meeting the admission requirements.

Categories of Admission

Categories of admission for the Credential, Master of Arts degrees, Education Specialist degree, 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 semester hours)
- 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 graduate-level 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 five 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 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 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.

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.

LiveText

LiveText is web-based software used by students to complete fieldwork and course assignments. All undergraduate, Masters, Education Specialist, credential, and certificate students enrolled in the School of Education are required to purchase and utilize LiveText. An ePortfolio fee is

assessed to each student at the beginning of their first semester of enrollment. The fee covers a three-year subscription 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 approval 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 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 assistant 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.

Statement of Professional Disposition

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."

Comprehensive Examination

Students are required to enroll in and receive credit for 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 EDLA 6950, Advanced Research Methods; EDLA 6951, Advanced Research Design; and EDCE 6955, Master of Arts Thesis I. Continuing course enrollment in EDCE 6956 and EDCE 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.

Requirements 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.
3. A 3.0 cumulative GPA must be met prior to the degree date.
4. All incomplete work required for the degree must be completed prior to the degree date.

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."

Educational Leadership

Faculty

Chairperson: Elizabeth A. Stoddard

Professors: Antonia Darder (Leavey Presidential Endowed Chair), Magaly Lavadenz, Shane P. Martin, Martha McCarthy, Mary K. McCullough, Elizabeth Reilly, Ernest Rose

Associate Professors: Franca Dell'Olio, Elizabeth Stoddard

Assistant Professors: Karen K. Huchting, Anthony J. Sabatino

Clinical Professors: Elvira Armas, Jill Bickett, Stephen Hess, Emilio Pack

Contact Information

Chairperson: Elizabeth A. Stoddard

Location: University Hall, Suite 2300

Telephone: 310.258.8148

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: Emilio Pack

Assistant Program Director: Sergio Pesqueira

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 three focused Academies; Public School Leadership Academy, Charter School Leadership Academy, and Catholic School Leadership Academy:

- Master of Arts in Administration
- Master of Arts in Catholic School Administration
- Preliminary Administrative Services Credential / Tier I
- Administrative Services Internship / Tier I
- Professional Administrative Services Credential / Tier II
- Certificate in Catholic School Leadership
- Certificate in Charter School Leadership

NOTE: The State of California requires a minimum of five 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. A grade of B- or higher is required for each course.

The Preliminary Administrative Services Credential

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, 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 three years verified successful completion of work in schools in a base credential area and a clear credential (for teachers). A completed "Verification of Experience" form (available in the School of Education) which documents five 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

EDLA 6420	Invitation to Lead and Preparation for Residency/Fieldwork (1 semester hour)
EDLA 6421	Vision of Learning and Residency/Fieldwork Component (4 semester hours)
EDLA 6422	Responding to Diversity and Residency/Fieldwork Component
EDLA 6423	Student Learning and Professional Growth and Residency/Fieldwork Component (4 semester hours)
EDLA 6424	Organizational Management and Residency/Fieldwork Component
EDLA 6425	Transforming Organizations and Residency/Fieldwork Component (4 semester hours)

Comprehensive Assessment

EDLA 6995	Comprehensive Examination in Administration (0 semester hours with an associated fee)—to be taken by candidates in all ISLA academies simultaneously
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Administrative Services Internship Leading to the Preliminary Administrative Services Credential and Master of Arts Degree

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, 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 of 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 three years verified successful completion of work in schools in a base credential area and a clear credential (for teachers). A completed "Verification of Experience" form (available in the School of Education) which documents five 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

EDLA 6420	Invitation to Lead and Preparation for Residency/Fieldwork (1 semester hour)
EDLA 6421	Vision of Learning and Residency/Fieldwork Component (4 semester hours)
EDLA 6422	Responding to Diversity and Residency/Fieldwork Component
EDLA 6423	Student Learning and Professional Growth and Residency/Fieldwork Component (4 semester hours)
EDLA 6424	Organizational Management and Residency/Fieldwork Component
EDLA 6425	Transforming Organizations and Residency/Fieldwork Component (4 semester hours)

Comprehensive Assessment

EDLA 6995	Comprehensive Examination in Administration (0 semester hours with an associated fee)
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Master of Arts in School Administration

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, 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 in a base credential area. For Administrative Services Credential/MA candidates, a completed "Verification of Experience" form, verifying five years of successful full-time experience working in the schools, is required (please refer to admis-

sion requirements for the Administrative Services Credential program).

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

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDLA 6105	Assessment and Research Methods
EDSS 6106	Human Development/Learning
EDLA 6420	Invitation to Lead and Preparation for Residency/Fieldwork (1 semester hour)
EDLA 6421	Vision of Learning and Residency/Fieldwork Component (4 semester hours)
EDLA 6422	Responding to Diversity and Residency/Fieldwork Component
EDLA 6423	Student Learning and Professional Growth and Residency/Fieldwork Component (4 semester hours)
EDLA 6424	Organizational Management and Residency/Fieldwork Component
EDLA 6425	Transforming Organizations and Residency/Fieldwork Component (4 semester hours)
EDLA 6427	Advocacy
EDLA 6428	Business of Education

Comprehensive Assessment

EDLA 6995	Comprehensive Examination in Administration (0 semester hours with an associated fee)
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Professional Administrative Services Credential Program

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.

The credential option program consists of one course for a total of three semester hours. The course will be primarily taught on-line with three Saturday 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 will be required to complete the course listed below.

Candidates are required to secure a mentor in the local school district.

EDLA 6415	Professional Administrative Induction and Assessment Seminar (3 sem. hrs.)
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School Administration and Leadership Certificate Program

Learning Outcomes

Candidate will acquire the skills, knowledge, and dispositions to serve as an Educational Leader in California. There will be a strong emphasis on cultural and linguistic diversity, special education, the successful development of English Language Learners, and the parent-school relationship.

The Certificate in School Administration and Leadership are designed to recognize those candidates who have completed a 3 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 Charter School Leadership
- Certificate in Catholic School Leadership

Course Requirements

Candidates must apply for the certificate program on the graduate application and at the time of program completion.

Certificate in Charter School Leadership

Students may apply for this Certificate after completing the following:

1. Admission requirements listed under Master of Arts in School Administration
2. Successful completion of:

EDLA 6423	Student Learning and Professional Growth
EDLA 6424	Organizational Management
EDLA 6429	Specializing in Charter Schools

Certificate in Catholic School Leadership

Students may apply for this Certificate after completing the following:

1. Admission requirements listed under Master of Arts in School Administration
2. Successful completion of:

EDLA 6420	An Invitation to Lead
EDLA 6430	Mission-Focused Leadership in Catholic Education
EDLA 6431	Organizational Leadership in Catholic Education
EDLA 6432	Instructional 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, the successful development of English Language Learners, and the parent-school relationship in six of the courses (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 in a base credential area. For Administrative Services Credential/MA candidates, a completed "Verification of Experience" form, verifying five years of successful full-time experience working in the schools, is required (refer to admission requirements for the Administrative Services Credential).

Additional Requirements for Preliminary Administrative Services Credential

1. Original teaching and/or service credential(s) submitted to the School of Education for verification
2. Verification of CBEST passage

Course Requirements

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDLA 6105	Assessment and Research Methods
EDLA 6420	Invitation to Lead and Preparation for Residency/Fieldwork (1 semester hour)
EDLA 6421	Vision of Learning and Residency/Fieldwork Component (4 semester hours)
EDLA 6422	Responding to Diversity and Residency/Fieldwork Component
EDLA 6423	Student Learning and Professional Growth and Residency/Fieldwork Component (4 semester hours)
EDLA 6424	Organizational Management and Residency/Fieldwork Component
EDLA 6425	Transforming Organizations and Residency/Fieldwork Component (4 semester hours)
EDLA 6430	Mission-Focused Leadership in Catholic Education (3 semester hours)
EDLA 6431	Organizational Leadership in Catholic Education (3 semester hours)
EDLA 6432	Instructional Leadership in Catholic Education (3 semester hours)

Comprehensive Assessment

EDLA 6995	Comprehensive Examination in Administration (0 semester hours with an associated fee)
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Doctorate in Education

Director: Ernest Rose

Associate Director: Jill Bickett

Ed.D. in Educational Leadership for Social Justice

The Ed.D. in Educational Leadership for Social Justice is an innovative three-year cohort program whose vision is a more socially just future for PK-12 schools and other educational and community settings. The Ed.D. program provides experienced educators and community leaders with the tools, theories, and experiences needed to succeed in transforming educational settings into inclusive and equitable learning environments. Combining theory with practice, the curriculum provides candidates with a better understanding of the complex issues impacting education and student achievement, and prepares graduates as change agents.

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 additional requirements. This does not apply to the Preliminary Administrative Services Credential. **Deadline to apply is January 25.**

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.

Graduates of the program should be able to:

- Understand the economic, political, legal and sociocultural context of education;
- Foster collaborative and caring communities for all learners;
- Engage in inquiry and research to promote inclusive excellence in schools and society;
- Generate knowledge in the field that can impact public policy and practice;
- Apply critical theory and knowledge to leadership practice; and
- Transform educational and community settings into just and equitable learning environments.

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 required
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 3.5 (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 an education setting

Applicants 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. If accepted, candidates must complete the required tutorials, research seminars, and culminating experience.

Course Requirements

Candidates must complete all of the following courses:

EDLA 7000	Sociopolitical Context of Education: Policy and Reform
EDLA 7001	Leadership for Social Justice in Education
EDLA 7002	Moral and Ethical Leadership
EDLA 7004	Organizational Theory and Change
EDLA 7005	Educational Change and Innovation
EDLA 7020	Situated Inquiry in Education
EDLA 7021	Quantitative Research in Education
EDLA 7022	Qualitative Research in Education
EDLA 7023	Doctoral Colloquia
EDLA 7042	Management of Fiscal/Human Capital
EDLA 7043	Legal and Policy Issues in Education
EDLA 7045	Transformative Leadership for Student Achievement
EDLA 7049	Research Seminar
EDLA 7940	Preliminary Review Design

Candidates select one of the following content specific courses:

EDLA 7040	Contextualizing Leadership in Public Education
	or
EDLA 7060	Contextualizing Leadership in Private Education

Dissertation

Candidates complete at least 8 semester hours of dissertation coursework, including:

EDLA 7950	Dissertation Proposal Design
EDLA 7951	Dissertation Seminar I

EDLA 7952	Dissertation Seminar II
EDLA 7953	Doctoral Dissertation I
*EDLA 7954	Doctoral Dissertation II

*EDLA 7954 is only required if a candidate does not successfully defend his/her dissertation by the end of Spring semester of his/her third year. Candidates must register for EDLA 7954 each semester until the dissertation is signed off by the chair.

Educational Support Services

Faculty

Chairperson: Brian P. Leung

Professors: Paul A. DeSena, Victoria L. Graf, Brian P. Leung, Ernest Rose

Associate Professors: Terese C. Aceves, Emily S. Fisher

Assistant Professor: Karen Komosa-Hawkins

Clinical Faculty: Paul Jimenez, Judy Pollick

Contact Information

Chairperson: Brian P. Leung

Location: University Hall, Suite 1500

Telephone: 310.338.7313

Fax: 310.568.6640

Assistant Director: Cathy Foote

Academic Advisor: Gloria Davidson

Counseling

Academic Program Director: William D. Parham

Assistant Director: Catherine Foote

Introduction

The Counseling program is designed to prepare aspiring counselors for a variety of settings: community mental health, K-12 public and private schools and/or college and university. The program offers three different Master of Arts degrees which include: Counseling with 4 specialization options for LPCC eligibility (60 semester hours), School Counseling with a PPS School Counseling Credential (48 semester hours), and Guidance and Counseling (37 semester hours).

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 Counseling Program's goals are to prepare candidates that:

- Respond positively to issues of diversity;
- Educate to help insure the success of all;
- Advocate for all pupils to have access to counseling services; and,
- Lead and work collaboratively to help transform programs, practices, and institutions.

Master of Arts in Counseling

The Master of Arts in Counseling program prepares you to succeed as a counselor in diverse educational, community, private, and non-profit settings. This is a 60-semester-hour program designed for those who intend to pursue Licensed Professional Clinical Counselor (LPCC) certification. Graduates of the MA in Counseling Program are eligible to apply to the (BBS) for Professional Clinical Counselor Intern (PCCI) status. As a PCCI, you would then complete 3,000 hours of work and pass 2 national exams to receive LPCC status. There are 4 specialization options for LPCC eligibility:

School Counseling: For candidates who desire to work in a K-12 school setting. You will gain experiences that include individual counseling, group and educational counseling, career and college counseling, teacher consultation, and prevention programming. The completion of this specialization will also result in eligibility to receive a Pupil Personnel Services Credential for the State of California. This program is approved by the State of California Commission on Teacher Credentialing and the National Council for the Accreditation of Teacher Education.

Community Mental Health Counseling: For candidates who desire to work in a community mental health settings or outpatient hospital settings. You will gain experiences offering mental health counseling to

Administrative Assistant: Cheryl Wawrzaszek

Educational Support Services Graduate Programs

The degrees and credentials offered through these various programs include:

- Master of Arts in Counseling
- Master of Arts in School Counseling with a Pupil Personnel Services (PPS) credential
- Master of Arts in Guidance and Counseling
- Master of Arts in Educational Psychology, Education Specialist in School Psychology, combined with a PPS credential
- Master of Arts in Special Education with an option for the Preliminary Education Specialist: Mild/Moderate Disabilities credential

Learning Outcomes

In accordance with the Mission and Goals of the School of Education, the Educational Support Services programs strive 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.

clients from a variety of age groups and presenting with a variety of clinical issues. Additional experiences may include group counseling, assessment, and family counseling.

Multicultural and Social Justice Counseling: For candidates who are interested in gaining experiences in counseling settings that offer traditional (e.g., individual mental health counseling) and nontraditional counseling services (e.g., homeless shelter, domestic violence shelter, group home). In addition, students in this specialization track are more likely to aspire to work for a nonprofit agency.

Doctoral Preparatory Counseling: For candidates who are interested in obtaining a master's degree that will prepare them for a doctoral program. Students will gain experiences (e.g., doctoral application strategies, applied counseling and psychotherapy research, etc.) aimed to facilitate their acceptance to a doctoral program in professional psychology.

Admission Requirements

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 accessed in the online application.
6. Certificate of Clearance (COC): Completion of fingerprint clearance (Livescan) process through the Department of Justice (DOJ) and FBI must occur prior to enrollment in first semester classes. Fingerprint applications are available on the School of Education website.
7. Interview and approval by Academic Program Director or Assistant Director.
8. After steps 1-7 above have been completed, the candidate's file will be reviewed for provisional or controlled admission. Under these des-

- ignations, candidates are able to enroll in their first semester of coursework.
9. 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 PPS credential. Intern candidates must pass CBEST prior to beginning the internship program.
 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 EDSS 6391, Foundations of Counseling. 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

EDSS 6362	Counseling Theories and Techniques
EDSS 6365	Research Methodology and Statistics
EDSS 6368	Career Counseling and Educational Planning
EDSS 6376	Crisis Counseling, Prevention and Consultation
EDSS 6377	Multicultural Counseling
EDSS 6378	Group Counseling
EDSS 6379	Social, Emotional and Behavioral Functioning
EDSS 6382	Ethical and Legal Issues
EDSS 6386	Practicum in Culturally Responsive Counseling
EDSS 6390	Lifespan Development
EDSS 6391	Foundations of Counseling
EDSS 6392	Psychopharmacology
EDSS 6393	Assessment, Appraisal and Diagnosis
EDSS 6394	Helping Skills
EDSS 6395	Addictions Counseling
EDSS 6396	Human Sexuality
EDSS 6397	Trauma Psychology
EDSS 6400	Community Psychology
EDSS 6XXX	Fieldwork in Specialization I (EDSS 6970, 6940, 6941, 6942 or 6943)
EDSS 6XXX	Fieldwork in Specialization II (EDSS 6980, 6945, 6946, 6947 or 6948)
EDSS 6995	Comprehensive Exam (0 semester hours, associated fee)

1.

Master of Arts in School Counseling

The Master of Arts in School Counseling program is a 48-semester-hour combined degree/credential program. It is designed for candidates who plan to serve as School Counselors in a California K-12 public or private school setting. As a combined program, it incorporates the required courses and fieldwork experiences mandated by the California CTC for the Pupil Personnel Services (PPS) credential. As such, candidates in this program do not pursue other specializations. Graduates of this program are eligible to apply for the California PPS credential but not for the licensure as an LPCC.

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.

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 accessed in the online application.
6. Interview and approval by Academic Program Director or Assistant Director.
7. Certificate of Clearance (COC): Completion of fingerprint clearance (Livescan) process through the Department of Justice (DOJ) and FBI must occur prior to enrollment in first semester classes. Fingerprint applications are available on the School of Education website.
8. After steps 1-7 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.
9. 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 PPS credential. Intern candidates must pass CBEST prior to beginning the internship program.
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 EDSS 6391, Foundations of Counseling. 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

EDSS 6362	Counseling Theories and Techniques
EDSS 6365	Research Methodology and Statistics
EDSS 6368	Career Counseling and Educational Planning
EDSS 6376	Crisis Counseling, Prevention and Consultation
EDSS 6377	Multicultural Counseling
EDSS 6378	Group Counseling
EDSS 6379	Social, Emotional and Behavioral Functioning
EDSS 6382	Ethical and Legal Issues
EDSS 6386	Practicum in Culturally Responsive Counseling
EDSS 6390	Lifespan Development
EDSS 6391	Foundations of Counseling
EDSS 6392	Psychopharmacology
EDSS 6393	Assessment, Appraisal and Diagnosis
EDSS 6394	Helping Skills
EDSS 69XX	Fieldwork in Specialization I (EDSS 6970, 6940, 6941, 6942 or 6943)
EDSS 69XX	Fieldwork in Specialization II (EDSS 6980, 6945, 6946, 6947 or 6948)
EDSS 6995	Comprehensive Exam and Professional Portfolio Review (0 semester hours, associated fee)

1.

Master of Arts in Guidance and Counseling

The Master of Arts in Guidance and Counseling program is a 37-semester-hour program. It is designed for those who want a rigorous graduate Counseling program but are not planning to apply for either the LPCC licensure or for the California PPS credential. It is ideal for candidates interested in working in higher education settings (e.g., academic counselor). Should a candidate in this track later wish to pursue the MA Counseling degree with one of the specializations, most of the coursework taken in the MA in Guidance and Counseling program will apply.

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 experienced with culturally diverse individuals.
5. Two Letters of Recommendation: Forms may be accessed in online application).
6. Certificate of Clearance (COC): Completion of fingerprint clearance (Livescan) process through the Department of Justice (DOJ) and FBI must occur prior to enrollment in first semester classes. Fingerprint applications are available on the School of Education website.
7. Interview and approval by Academic Program Director or Assistant Director.
8. After steps 1-7 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.
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 EDSS 6391, Foundations of Counseling. Candidates will be reviewed for formal acceptance upon completion of this course and steps 1-9 above.

Course Requirements

EDSS 6362	Counseling Theories and Techniques
EDSS 6365	Research Methodology and Statistics
EDSS 6368	Career Counseling and Educational Planning
EDSS 6972	Individualized Site-Based Experience
EDSS 6376	Crisis Counseling, Prevention, and Consultation
EDSS 6377	Multicultural Counseling
EDSS 6378	Group Counseling
EDSS 6379	Social, Emotional, and Behavioral Functioning
EDSS 6382	Ethical and Legal Issues
EDSS 6386	Practicum in Culturally Responsive Counseling
EDSS 6390	Lifespan Development
EDSS 6391	Foundations of Counseling
EDSS 6394	Helping Skills
EDSS 6995	Comprehensive Exam (0 semester hours, associated fee)

School Psychology

Academic Program Director: Brian P. Leung

Assistant Program Director: Catherine Foote

Introduction

The School Psychology program 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.

The LMU School Psychology program is a rigorous three-year cohort program consisting of 63 semester hours with courses during fall, spring, and summer terms. Candidates will receive an M.A. in Educational Psychology after the successful completion of 54 semester hours (after the second year), and the Education Specialist (Ed.S.) degree and PPS credential in School Psychology after the successful completion of 63 semester hours (third year).

Master of Arts in Educational Psychology, Education Specialist in School Psychology, Combined with a PPS Credential—School Psychology

The LMU School Psychology program 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. Almost all courses have service learning assignments in which candidates learn and serve in schools and in the greater community. Field placements in the schools are required during year two (practicum) and year three (internship). Passing the Praxis exam in School Psychology at the program cutoff score (160) is required for graduation, and passing the exam at the national cutoff score (165) will result in candidates becoming Nationally Certified School Psychologists (NCSP). After two years in the schools, program graduates will qualify to sit for the Licensed Educational Psychologist (LEP) exam administered by the California Board of Behavioral Sciences.

An undergraduate major or minor in Psychology, or major in a closely related field is required for admission. Applicants whose undergraduate major is other than psychology may apply but are required to have completed 18 selected undergraduate semester hours (6 courses) in psychology before beginning the program.

Psychology Prerequisites:

Introduction to Psychology
Learning and Motivational Theories
Developmental Psychology
Statistics or Experimental Psychology

Plus two courses from the following areas:

Social Psychology
Abnormal Psychology
Personality Theory

This program admits as a cohort in the **fall semester only**. The 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 at soeinfo@lmu.edu for an admission packet.

Program Learning Goals and Outcomes

- Goal 1: To provide candidates with a high-quality training program consisting of a meaningful and relevant curriculum and structured field experiences informed by research and practice.

Outcome: Program graduates are school psychologists who practice with a scientist-practitioner mindset in all areas of service to students, teachers, and families.

- Goal 2: To equip our candidates with comprehensive knowledge and skills to enable them to provide a full range of direct and indirect services to support student achievement as highly qualified school psychologists.

Outcome: Program graduates are versatile school psychologists able to provide a comprehensive range of services to schools.

- Goal 3: To develop and train candidates to become highly qualified school psychologists who promote social justice, are responsive to the needs of the diverse populations in schools, and advocate for fair and equitable educational practices.

Outcome: Program graduates are school psychologists who practice with culturally relevant and responsive practice to help close the achievement gap among various diverse student groups.

- Goal 4: To provide our candidates with high expectations and a high level of support, which includes attention to the development of all aspects of candidates to promote academic excellence and lifelong learning.

Program graduates are school psychologists who are lifelong learners and are always mindful of service to others.

Admission Requirements

The items below should be submitted in one complete packet to the Graduate Division, unless otherwise noted:

1. A complete Graduate Division application, submitted online using the University's application system.
2. Two copies of official transcripts from all colleges/universities attended. These should be included in your complete application packet to the Graduate Division.
3. Completion of the Graduate Record Examination (GRE). The requirement is waived for those who already possess a Master's degree from an accredited university.
4. Completed and signed Technology Requirement Form.
5. A Statement of Intent, attached to your online application. The prompts to address are included in the School Psychology application packet.
6. 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.
7. Certificate of Clearance (COC): Completion of fingerprint clearance (Livescan) must occur prior to formal admission and enrollment in classes. Instructions on how to complete this process are included in the School Psychology application packet.

After the complete application has been received, it will be reviewed by the School Psychology Admissions Committee to determine the applicant pool for the next step: a 1-hour group interview that will take place in early March. Participation in this group interview is mandatory for admission. Candidates selected for admission will be notified by no later than the end of March. A commitment to attend is expected by April 15, with a non-refundable commitment deposit that will be applied to candidate's tuition.

After being admitted to the School Psychology program, candidates must fulfill several post-admission requirements.

Formal Admissions Requirements

1. Pass all 3 sections of the CBEST no later than the end of the first semester in the program.
2. Receive CTC Certificate of Clearance by the end of the first semester. Instructions on how to complete this process are included in the School Psychology application packet.

The PPS credential in School Psychology is only available to those concurrently enrolled in the School Psychology M.A. and Ed.S. program, and passing the Comprehensive Examination (ETS Praxis II Series, School of Psychology).

Course Requirements

EDSS 6500	Foundation of Ethical, Professional, and Legal Practice in School Psychology
EDSS 6504	Statistics, Assessments, and Research Methods in Education
EDSS 6506	Seminar in Counseling and Interpersonal Relations
EDSS 6508	Serving Diverse Students with Exceptional Needs
EDSS 6510	Seminar in Instruction and Learning
EDSS 6512	Group Counseling and Intervention with Children and Adolescents
EDSS 6514	Diversity in Community and School Psychology
EDSS 6520	Prevention, Intervention, and Consultation in Pupil Personnel Services
EDSS 6526	Social Responsibility, Violence Prevention and Crisis Intervention in the School
EDSS 6524	School Psychology Practicum I

The advanced specialization courses for the School Psychology Credential are:

EDSS 6513	Advanced Counseling Seminar I
EDSS 6515	Advanced Counseling Seminar II

EDSS 6516	Seminar in Motivation and Achievement
EDSS 6518	Traditional and Alternative Assessment of Cognitive Abilities
EDSS 6522	Diagnosis Assessment and Intervention of Learning Problems
EDSS 6525	School Psychology Practicum II
EDSS 6528	Social, Emotional, and Behavioral Assessment
EDSS 6530	Treatment of Emotional and Behavioral Disorder in Children and Adolescents
EDSS 6532	Seminar in School Systems and Psychological Services
EDSS 6534	Advanced Assessment and Positive Behavioral Intervention
EDSS 6536	Special Issues and Best Practices in School Psychological Services
EDSS 6538	Supervised Internship in School Psychology I
EDSS 6540	Supervised Internship in School Psychology II
EDSS 6995	Comprehensive Exam (0 semester hour, fee associated)

Special Education

Academic Program Director: Victoria L. Graf

Assistant Director: Catherine Foote

Introduction

The Special Education program prepares candidates from a variety of academic backgrounds to work with students with exceptional needs. Candidates may pursue graduate work in the following areas:

- 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
- Education Specialist Credential: Mild/Moderate Disabilities (Preliminary). Mild/Moderate Preliminary 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

Application Deadlines:

Fall Semester: June 15

Spring Semester: November 15

Summer Term: March 15

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.

Master of Arts in Special Education with an Option to Combine with an 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:

- 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
- Submission of Graduate Application and Application Fee: Applicants may either submit the application 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- 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.
- 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.
- 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.
- 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.
- 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).
- 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.
- 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.
- Certificate of Clearance (COC): 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.
- 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 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.

- 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.
- Admission Status: Following the interview, the candidate's application will be reviewed by the Assistant Dean. Candidates are admitted on either Controlled or Provisional Admission to the appropriate Master of Arts and/or Credential Program.
- 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) (credential requirement)

- 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 198 upon approval 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. (credential requirement)
- 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.
- Disposition Rubric: (approval pending)

Benchmark (2,3) Review Committee: After all the steps outlined above have been completed, the candidates' file will be submitted to the Benchmark (2,3) Review Committee 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 Education Specialist: Mild/Moderate Credential program choose one of three routes to the credential/Master of Arts Degree.

Note: During the program, if a traditional candidate changes to the intern track as a full-time teacher, the candidate must meet all the requirements of the intern candidate as state below, including four semesters of fieldwork, beginning when the candidate is issued an intern credential.

Traditional Candidates

Candidates 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 prerequisite 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 the required seminars and 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 complete the program pre-service requirement and hold a University Intern credential 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 and or Credential: Enroll in and complete EDSS 6317 Research and Leadership in Special Education (2 semester hours) and EDSS 6995 Comprehensive Exam (0 semester hours, fee required).
- Exit Interview: 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 EDES 6202 Teaching Reading for Today's Learners or EDES 6203 Improvement of Literacy in Single Subject Classrooms, 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 (EDSS 5999):

EDES 5002	Survey of Second Language Acquisition Theories (2 semester hours)
EDSS 5300	Introduction to Teaching and Learning in General and Special Education Programs (2 semester hours)
EDSS 5301	Managing Learning Environments
EDSS 6320	IEP Development
EDSS 6325	Foundations of Special Education
EDSS 6302	Assessment of Students with Exceptional Needs
EDES 6202	Teaching Reading for Today's Learners (3 semester hours)
	or
EDES 6203	Reading and Content Learning in Middle and Secondary Schools (3 semester hours) (Secondary Emphasis)
EDES 6200	Elementary School Curriculum and Methods (3 semester hours)
	or
EDSS 6251	Secondary School Curriculum and Methods for Math and Science (3 semester hours)
	or
EDES 5250	Methodology in English Language Development and Specially Designed Academic Instruction in English

EDSS 6300	Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDSS 6303	Teaching and Assessing Students with Mild/Moderate Disabilities (3 semester hours)
EDSS 6318	Supporting Behavior and Social Skills for Students with Mild/Moderate Disabilities (3 semester hours)
EDSS 6317	Research and Leadership in Special Education (2 semester hours, MA Only)
EDCE 5978	Directed Teaching with Students with Mild/Moderate Disabilities
EDSS 6995	Comprehensive Examination (0 semester hours, fee associated)
EDES 8000	Health Education (1 semester hour)

Intern/Practitioners Candidate Course Requirements

Pre-Service Courses: The following courses must be completed with a grade of "B" (3.0) or better:

EDSS 5002	Survey of Second Language Acquisition Theories (2 semester hours)
EDSS 5300	Introduction to Teaching and Learning in General and Special Education Programs (2 semester hours)
EDSS 5301	Managing Learning Environments (2 semester hours)

All students entering the field as University Interns must complete the coursework for EDES 5002, EDSS 5300 and EDSS 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.

Additional Coursework Required for the Master's Degree

EDSS 6995	Comprehensive Exam in Special Education (fee required)
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Capstone Project

Students completing the M.A. are required to complete the Capstone Project as the culminating experience.

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. Candidates must attend a mandatory credential application meeting. An additional fee required for credential application. 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.

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.

Upon completion of the program, candidates should be prepared for 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 may also be 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 Sub-

ject Teaching Credential. Please contact the Chairperson 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 hours and includes:

- At least 3 semester hours in statistics and research methods
- A Special Education core of at least 15 semester hours
- Appropriate restricted electives as approved by the Special Education advisor to complete the minimum number of program semester hours
- Comprehensive Assessment: Capstone Project

Comprehensive Assessment

EDSS 6995 Comprehensive Exam: Special Education (fee required—0 semester hours)
or
Thesis Option: See Program Director for approval.

Thesis Option

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

EDUR 6100 Anthropological Analysis of Cultural Diversity (3 semester hours)
EDSS 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)
EDES 6103 Curriculum and Instructional Leadership (3 semester hours)
EDLA 6105 Assessment and Research Methodology (3 semester hours)
EDSS 6106 Human Development and Learning (3 semester hours)
EDSS 6300 Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDSS 6304 Policies and Issues in Education for Diverse Learners with Disabilities (3 semester hours)
EDSS 6821 Informal Assessment and Program Development in Schools (3 semester hours)
EDSS 6822 Creating Successful Inclusion Programs (3 semester hours)
EDSS 6823 Advanced Practicum in Inclusive Education (3 semester hours)
EDSS 6995 Comprehensive Examination (0 semester hours, associated fee)
or

The following thesis option with approval of the Program Director:

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

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
5. Interview with the Director of the Program

Course Requirements

EDSS 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Needs (3 semester hours)
EDES 6103 Curriculum and Instructional Leadership (3 semester hours)
EDSS 6300 Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDSS 6821 Informal Assessment and Program Development in Schools (3 semester hours)
EDSS 6822 Creating Successful Inclusion Programs (3 semester hours)

Educational Support Services Undergraduate Program

Special Education

Director: Victoria L. Graf

Assistant Program Director: Catherine Foote

Office Location: University Hall 1500

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.

1. Complete the 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.
EDLC 414 Theories of Second Language Acquisition (3 semester hours)
EDSS 444 Observation and Participation in General and Special Education (3 semester hours)

EDSS 453	Introduction to the Study of Disability and Special Education (3 semester hours)
EDSS 454	Major Issues and Foundations of Special Education (2 semester hours)
EDSS 455	Development of IEPs for Students with Exceptional Needs (1 semester hour)

2. Teacher Education Application Form
3. Statement of Intent
4. Candidate Information Sheet
5. One set of official transcripts from all colleges and universities attended other than LMU
6. Four letters of recommendations. Three 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 4-22, or Plan of Action of Completion of 20 hours prior to Student Teaching
8. California Basic Educational Skills Test (CBEST) original passing score report
9. 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, English, social science, biology, chemistry, physics) 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.
10. Technology Requirement
11. 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. Tuberculin test results—Valid within one year prior to student teaching.
3. U.S. Constitution Requirement—Satisfied by one of the following:
 - Successfully completing one of the following LMU courses: HIST 198 upon approval 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)
6. 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 expected to meet with the Professional Advisor (Program Director/Assistant Program Director) once a semester. Candidates will discuss academic course progress, career plans and goals, dispositional issues and other issues related to the teaching profession.

Elementary Emphasis

EDES 402	Teaching Reading in Today's Elementary Classroom (3 semester hours)
EDES 425	Methods in English Language Development and Specially Designed Academic Instruction in English (3 semester hours)
EDSS 427	Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDES 434	Elementary Curriculum and Teaching Methods (3

EDSS 436	semester hours) Creating Collaborative Partnerships (3 semester hours)
EDSS 475	Teaching and Assessing Students with Mild/Moderate Disabilities (3 semester hours)
EDES 8000	Health Education (1 semester hour)

Secondary Emphasis

EDSS 427	Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDES 403	Reading and Content Learning in Middle and Secondary Schools (3 semester hours)
EDSS 436	Creating Collaborative Partnerships (2 semester hours)
EDSS 475	Teaching and Assessing Students with Mild/Moderate Disabilities (3 semester hours)
EDES 8000	Health Education (1 semester hour)
One of the following courses, depending on the credential content area emphasis:	
EDES 485	Methods in Teaching Secondary Social Studies
EDES 486	Methods in Teaching Secondary English (3 semester hours)
EDES 487	Methods in Teaching Secondary Science (3 semester hours)
EDES 488	Methods in Teaching Secondary Math (3 semester hours)

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

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.

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 403 (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 EDCE 456: Direct Teaching with Culturally/Linguistically Diverse Students with Mild/Moderate Disabilities (6 semester hours) and EDCE 459: Student Teaching Seminar (3 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

EDES 401	Educational Psychology for the Childhood and Adolescent Years (3 semester hours)
EDCE 410	Elementary Directed Teaching (9 semester hours)
EDCE 456	Directed Teaching with Students with Mild/Moderate Disabilities (3 semester hours)

Secondary Emphasis

EDES 401	Educational Psychology for the Childhood and Adolescent Years (3 semester hours)
EDCE 412	Secondary Directed Teaching (9 semester hours)
EDCE 456	Directed Teaching with Students with Mild/Moderate Disabilities (3 semester hours)

Minor in Special Education

(20 semester hours)

EDSS 427	Creating Effective Classrooms in Diverse Settings (3 semester hours)
EDSS 436	Creating Collaborative Partnerships (3 semester hours)
EDSS 444	Observation and Participation in General and Special Education Classrooms (3 semester hours)
EDSS 445	Special Education Law and Advocacy (3 semester hours) <i>or</i>
EDSS 453	Introduction to the Study of Disability and Special Education (3 semester hours)
EDSS 454	Major Issues and Foundations of Special Education (2 semester hours)
EDSS 455	Development of IEPs (1 semester hour)
EDSS 498	Capstone Course: Special Education (3 semester hours)

Elementary and Secondary Education

Faculty

Chairperson: Irene Oliver

Professors: Candace A. Poindexter, Irene Oliver, Francisco Ramos

Associate Professors: Ignacio Higuera

Professor in Residence: Jennie Spencer Green

Assistant Professors: Leslie Ponciano, Ani Shabazian

Clinical Faculty: Olga Moraga

Elementary and Secondary Education Graduate Program

Master of Arts Degrees in the School of 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 Reading Instruction or Educational Studies.

Credential Programs

Preliminary California teaching credentials in:

Contact Information

Chairperson: Irene Oliver

Assistant Director: Diane Fogarty

Phone: 310.338.7302

Fax: 310.338.1976

E-mail: Irene.Oliver@Imu.edu

Office Location: University Hall 2600

Academic Advisor: Terri Taylor

E-mail: Terri.Taylor@Imu.edu

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 work. 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.

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.

Academic Programs

Early Childhood Education

Elementary Education

Secondary Education

Bilingual Education

Professional 2042 Clear Teaching Credential

Literacy Education

Educational Studies

Elementary and Secondary Education Undergraduate Program

- Elementary Education (SB 2042 Multiple Subjects)
- Secondary Education (SB 2042 Single Subject)
- Elementary or Secondary Education with a Bilingual Authorization

If students are interested in the following programs, please see the appropriate School of Education Department.

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@Imu.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 soeinfo@lmu.edu for information session dates and times.

Early Childhood Education

Program Director: Leslie Ponciano

Assistant Director: Diane Fogarty

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.

Upon completion of the program,

1. Students will demonstrate mastery of early childhood education terminology as evidenced through exams, written assignments, and oral presentations.
2. Students will apply advanced knowledge of developmental theories and milestones within educational settings.
3. Students will analyze, design, and conduct research, observations, and assessments.
4. Students will demonstrate leadership and advocacy in regards to the relevant issues that families and children face.
5. Students will demonstrate sensitivity to cultural, ethical, disability, and economic issues that impact developmental and educational progress.

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 stud-

ies, etc. Applicants with an unrelated Bachelor's degree must demonstrate completion at a passing level (C or better) of 12 ECE semester hours, 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.

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/Summer schedule in Year 2.

Year 1

EDES 5400	Developmental Theories (3 semester hours)
EDES 5401	Infancy (3 semester hours)
EDCE 5961	Early Childhood Fieldwork 1 (1 semester hour)—optional*
EDCE 5962	Early Childhood Fieldwork 2 (1 semester hour)—optional*
EDES 5402	Early Childhood (3 semester hours)
EDES 5403	Cognition and Language (3 semester hours)
EDES 5404	Environmental Influences on Development (3 semester hours)
EDES 5405	ECE Programs and Curriculum (3 semester hours)

Year 2

EDES 5406	Social and Emotional Development (3 semester hours)
EDES 5407	Research Methods and Early Childhood Assessment (3 semester hours)
EDCE 5963	Early Childhood Education Fieldwork 3 (1 semester hour)—optional*
EDES 5408	ECE Program Administration (Lecture and Fieldwork) (3 semester hours)
EDES 5964	Leadership and Clinical Practice (2 semester hours)—Spring

Culminating Experience:

EDES 6995	Comprehensive Exam (0 semester hours)
	or
EDES 6955	Thesis (4 semester hours)

* Intern/practitioner candidates have the option of enrolling in EDCE 5961, 5962, and 5963 for professional development.

All candidates that do not complete 3 semester hours in EDCE 5961, 5962, and 5963 must enroll in an additional 3-semester-hour graduate-level course approved by the Program Director.

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.

Elementary Education

Academic Program Director: Irene Oliver

Assistant Director: Diane Fogarty

Office Location: University Hall 2600

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:

- Attendance at an Information Session (for credential candidates only)
Please contact the Director of Student Recruitment at soeinfo@lmu.edu for more information or to RSVP.
- Submission of Graduate Application and Application Fee
Applicants will receive the complete application packet and instructions at the information session.
- Candidate Information Sheet
Applicants must submit the Candidate Information Sheet with the complete application packet.
- 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 included with the application.

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 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.

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).

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 one of following examinations is required to demonstrate proficiency in basic skills:

- CBEST
- CSET: Multiple Subjects Plus Writing Skills examination—only multiple subjects candidates

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 written Plan of Action, on when the CSET will be taken. Candidates must provide an original passing score report to the School of Education.

11. Certificate of Clearance (COC)

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.

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 LiveText during the first prerequisite course. An e-Portfolio fee is assessed during the first semester of enrollment.

14. Interview with the Academic Program Director/Assistant Director

Following the review of the complete application packet, 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 are notified of their admission status approximately two weeks after completing their admission interview with the Academic Program Director/Assistant Director.

15. Admission Status

Candidates are admitted on either Controlled or Provisional status to the appropriate Education Master of Arts and/or Credential Program.

16. 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 recommended 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 recommended 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 198, 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:

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

4. Disposition Rubric: Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.

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 Fieldwork.

1. Complete the following three courses with a grade of "B" (3.0) or better prior to enrolling in student teaching:

EDES 5200	Methodology in English Language Development and Specially Designed Academic Instruction in
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English for Elementary Educators
Elementary Curriculum and Methods
Teaching Reading for Today's Learners

2. **CSET:** Candidates must submit official passing score report verifying 100% successful completion of all elements of the CSET to the Academic Advisor.
3. Teaching Performance Assessments (TPA) Task 1 and Task 2 (fee based, 0 semester hours)
- | | |
|-----------|--------------------------------------|
| EDCE 5950 | TPA Task 1 Subject Specific Pedagogy |
| EDCE 5951 | TPA Task 2 Designing Instruction |
4. Health Education for Educators: Candidates may satisfy the Health Education requirement in one of the following ways:
- Successful completion of 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.
5. Professional Advising: Candidates are recommended to schedule an appointment with the Program Director/Assistant Director once a semester by calling 310.338.2863.
6. Disposition Rubric Score: Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.

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 Support Services. All student teacher placements are made by Clinical Support Services. Students will enroll in:

EDCE 5976	Elementary Directed Teaching (9 semester hours)
EDCE 5952	TPA Task 3 Assessing Learning (0 semester hours, fee required)
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 EDES 6202 (Teaching Reading for Today's Learners), candidates are eligible to take the RICA. Candidates must 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

1. Choose one of the following courses and complete with a 3.0 or better:

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
EDSS 6106	Human Development and Learning

2. Complete 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

1. All 2042 Preliminary Multiple Subjects Teaching Credential courses
2. Additional Required Coursework

EDES 6355 Introduction to Reading Difficulties
 EDES 6356 Practicum I: Diagnosis and Intervention in Reading

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.

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 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

Academic Program Director: Irene Oliver

Assistant Director: Diane Fogarty

Office Location: University Hall 2600

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)
 Please contact the Director of Student Recruitment at soeinfo@lmu.edu for more information or to RSVP.
2. Submission of Graduate Application and Application Fee

Applicants will receive the complete application packet and instructions at the information session.

3. Candidate Information Sheet

Applicants must submit the Candidate Information Sheet with the complete application packet.

4. 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 included with the application.

5. Letters of Recommendation

Applicants must submit three letters of recommendation. 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 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.

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 (secondary, 13-19 years of age).

9. 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.

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 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.

11. Certificate of Clearance (COC)

The application for fingerprint clearance (also known as Live Scan) should be completed online. 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.

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 LiveText during the first prerequisite course. The e-Portfolio fee is assessed during the first semester of enrollment.

14. Interview with the Program Director/Assistant Director

Following the review of the complete application packet, 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.

15. Admission Status

Candidates are admitted on either Controlled or Provisional status to the appropriate Education Master of Arts and/or Credential Program.

16. Advisement

Immediately upon being either Controlled or Provisionally admitted, the student must schedule an appointment with the Academic Advisor.

Academic Advising: All candidates are expected to meet with the Academic Advisor once a semester. Candidates are advised on appropriate course sequence and program information.

Professional Advising: All candidates are recommended 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 recommended 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 198 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:

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

4. Disposition Rubric:

Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.

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 Fieldwork.

1. Candidates need to complete the following with a grade of "B" (3.0) or better prior to enrolling in student teaching:

EDES 5250	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
EDES 6203	Reading and Content Learning in Middle and Secondary Schools

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

EDES 5251	Methods in Teaching Secondary Languages Other than English
EDES 5252	Methods in Teaching Secondary Social Studies
EDES 5253	Methods in Teaching Secondary English
EDES 5254	Methods in Teaching Secondary Science
EDES 5255	Methods in Teaching Secondary Math
EDES 5256	Methods in Teaching Secondary Art

2. CSET 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

3. Teaching Performance Assessment (TPA) Task 1 and Task 2 (fee based, 0 semester hours)

EDCE 5950	TPA Task 1 Subject Specific Pedagogy (in content area)
EDCE 5951	TPA Task 2 Designing Instruction

4. Health Education for Educators:

Candidates may satisfy the Health Education requirement in one of the following ways:

- Successful completion of EDES 8000; or
- 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.

5. Professional Advising:

Candidates are recommended to schedule an appointment with the Program Director/Assistant Director **once a semester** by calling 310.568.6232.

6. Disposition Rubric:

Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.

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 Support Services. All student teacher placements will be made by Clinical Support Services. Students must enroll in:

EDCE 5977	Secondary Directed Teaching (9 semester hours)
EDCE 5952	TPA Task 3 Assessing Learning (0 semester hours, fee required)
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

- Choose one of the following courses and complete with a 3.0 or better:

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
EDES 6106	Human Development and Learning
- Complete 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:

- All 2042 Preliminary Single Subject Teaching Credential courses
- Additional Required Coursework

EDES 6355	Introduction to Reading Difficulties
EDES 6356	Practicum I: Diagnosis and Intervention in Reading
- Comprehensive Assessment: Candidates meet with the Program Director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.

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.

Educational Studies

Academic Program Director: Candace Poindexter

Assistant Director: Diane Fogarty

Office Location: University Hall 2600

Learning Outcomes

In accordance with the Mission and Goals of the School of Education, the Educational Studies 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 Educational Studies

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 the Educational Studies program requires the completion and submission the following:

- Graduate Division Application:** Submitted directly to the Graduate Division Office.
- Transcripts:** Two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Division Office.
- 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.
- Statement of Intent**
- Educational Studies Program Application:** Available in the School of Education.
- Two Letters of Recommendation:** Forms may be obtained in the School of Education.
- 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

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
EDES 6390	Lifespan Development

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

EDES 6995	Comprehensive Examination: Educational Studies (fee required, 0 semester hours)
or	

Thesis Option with approval:

EDLA 6950	Advanced Research Methods
EDLA 6951	Advanced Research Design (1 semester hour)
EDES 6955	Master of Arts Thesis I (1 semester hour)
EDES 6956	Master of Arts Thesis II (1 semester hour) as needed
EDES 6957	Master of Arts Thesis III (1 semester hour) as needed

Bilingual Education

Academic Program Director: Olga Moraga

Assistant Director: Diane Fogarty

Office Location: University Hall 2600

Master of Arts in Bilingual Elementary Education with a 2042 Preliminary Multiple Subjects Credential and Bilingual Authorization

The 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 program fulfills all the requirements for the Master of Arts in Bilingual Education degree and the 2042 Multiple Subjects Preliminary Teaching Credential with a Bilingual Authorization in Spanish or Mandarin.

Candidates following this path will complete all coursework before beginning their culminating experience as student teachers. Candidates must successfully pass all components of the CBEST for formal admission in the 2042 credential. 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.

Admission Requirements

In addition to meeting all of the application requirements for Graduate admission all students must demonstrate minimum language competency in Spanish or Mandarin prior to starting the Bilingual Authorization program. Bilingual Authorization 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. **Certificate of Clearance (COC):** 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

Prerequisite Coursework

Candidates will complete the courses with a grade of "B" (3.0) or better prior to enrolling in EDCE 5976, TPA 3 and TPA 4:

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDES 5003	Second Language Acquisition: Theory and Policy
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:

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

Bilingual Authorization—Spanish

EDES 5320	Chicano/Latino Cultures: An Interdisciplinary Perspective
EDES 5324	Bilingualism & Biliteracy
EDES 6320	Primary Language Methodology in Bilingual Settings

or

Bilingual Authorization—Mandarin

EDES 5324	Bilingualism & Biliteracy
EDES 5330	Chinese/American/American Chinese Cultures: An Interdisciplinary Perspective
EDES 6330	Methodology for Chinese Language Instruction in Bilingual Settings

2. **Teaching Performance Assessments:** Tasks 1 and 2 (0 semester hours, fee required):

EDCE 5950	TPA Task 1
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 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/Bicultural Program Director.
 5. **CSET Score Report:** Original score report verifying 100% successful completion of all sections of the Multiple Subjects CSET.
 6. **Disposition Rubric Score:** The professor for EDES 6201 will submit a score to the Academic Advisor.
 7. **Additional Coursework for the Master of Arts degree:**

EDES 5320	Chicano/Latino Cultures: An Interdisciplinary Perspective
EDES 5324	Bilingualism & Biliteracy
EDES 6320	Primary Language Methodology in Bilingual Settings or
EDES 5324	Bilingualism & Biliteracy
EDES 5330	Chinese/American/American Chinese Cultures: An Interdisciplinary Perspective
EDES 6330	Methodology for Chinese Language Instruction in Bilingual Settings
 8. **Fieldwork Application:** Candidates must complete the fieldwork application and violation affidavit with the Academic Advisor. They must then schedule an interview with the Fieldwork Coordinator.
 9. **CSET, LOTE, Test 3:** Bilingual Authorization candidates must pass Test 3 (Spanish or Mandarin language) of the Bilingual Authorization 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:**

EDCE 5976	Bilingual Elementary Directed Teaching (9 semester hours)
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2. **TPA Tasks 3 and 4:** 0 semester hours, fee required

EDCE 5952	TPA Task 3
EDCE 5953	TPA Task 4
3. **Complete EDES 6995 Comprehensive Exam in Bilingual Elementary Education:** Fee required; or Master's Thesis Option

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 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.

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 fieldwork 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 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.

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 Bilingual Secondary Education with a 2042 Single Subject Preliminary Credential and Bilingual Authorization

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 for the Master of Arts degree in Bilingual Education and the 2042 Single Subject Preliminary Teaching Credential Program with a Bilingual Authorization 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).

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 language competency in Spanish or Mandarin prior to starting the Bilingual Authorization program. Bilingual Authorization 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. Certificate of Clearance (COC): 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

1. **Candidates will need to complete the following with a grade of "B" (3.0) or better prior to enrolling in student teaching:**

EDES 5250	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
EDES 6203	Reading and Content Learning in Middle and Secondary Schools

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

EDES 5251	Methods in Teaching Secondary Languages Other than English
EDES 5252	Methods in Teaching Secondary Social Studies
EDES 5253	Methods in Teaching Secondary English
EDES 5254	Methods in Teaching Secondary Science
EDES 5255	Methods in Teaching Secondary Math
EDES 5256	Methods in Teaching Secondary Art

2. **Teaching Performance Assessments:** Tasks 1 and 2 (0 semester hours, required fee):

EDCE 5950	TPA Task 1 in the subject emphasis of the credential
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 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. **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 EDES 6203 will submit a score to the Academic Advisor.

7. **Additional Coursework for the Master of Arts Degree:**

EDES 5320	Chicano/Latino Cultures: An Interdisciplinary Perspective
EDES 5324	Bilingualism and Bilingualism
EDES 6320	Primary Language Methodology in Bilingual Settings
	or
EDES 5324	Bilingualism and Bilingualism
EDES 5330	Chinese/American/American Chinese Cultures: An Interdisciplinary Perspective
EDES 6330	Methodology for Chinese Language Instruction in Bilingual Settings

8. **Bilingual Authorization TEST 3:** Bilingual Authorization candidates must pass CSET LOTE Subtest 3 prior to enrolling in student teaching. Candidates who are completing or have completed a degree with a Spanish major are exempt from this requirement.

9. **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

1. **Student Teaching:** EDCE 5977, Secondary Directed Teaching (9 semester hours)

2. **TPA Tasks 3 and 4:** (0 semester hours, fee required).

EDCE 5952	TPA Task 3
EDCE 5953	TPA Task 4

3. **Complete EDES 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.

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.

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 5003	Second Language Acquisition: Theory and Policy
EDES 5250	Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
EDES 6340	Educational Linguistics

Bilingual Certificate Program

The Bilingual Certificate Program offers candidates the opportunity to add the Bilingual Authorization in Spanish or Mandarin to their existing California 2042 Multiple Subjects or Single Subject credential. Candidates can obtain the Bilingual Authorization by completing three 3-semester-hour courses. Candidates must also pass the CSET LOTE Test III.

Courses for the Bilingual Authorization

EDES 5320	Chicano/Latino Cultures: An Interdisciplinary Perspective
EDES 5324	Bilingualism and Biliteracy
EDES 6320	Primary Language Methodology in Bilingual Settings or
EDES 5324	Bilingualism and Biliteracy
EDES 5330	Chinese/American/American Chinese Cultures: An Interdisciplinary Perspective
EDES 6330	Methodology for Chinese Language Instruction in Bilingual Settings

All Candidates must pass the CSET LOTE Test III in Spanish or Mandarin.

Professional 2042 Clear Teaching Credential

Program Director: Candace Poindexter

Assistant Director: Diane Fogarty

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:

- 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.
- 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.
- Valid California 2042 Preliminary Teaching Credential:** Applicants must submit a copy of their valid California 2042 Preliminary Teaching Credential.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.)
- 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:

EDES 6080	Advanced Course 1: Special Populations, English-Language Learners, Health, and Technology (3 semester hours, offered Fall only)
EDCE 6965	Action Research Fieldwork Support Course 1 (1 semester hour, offered Fall only)
EDES 6081	Advanced Course 2: Special Populations, English-Language Learners, Health, and Technology (3 semester hours, offered Spring only)
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:

EDES 6350	Linguistics and Reading
EDES 6354	Reading Development and Instruction
EDES 6355	Introduction to Reading Difficulties
EDES 6356	Diagnosis and Intervention in Reading - Practicum I
EDES 6103	Curriculum and Instructional Leadership
EDES 6352	Seminar—The Reading Professional
EDES 6345	Literacy Fieldwork (1 semester hour)
EDES 6995	Comprehensive Examination (fee required, 0 semester hours)

One of the following courses:

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDLA 6105	Assessment and Research Methodology
EDSS 6390	Lifespan Development

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).

Literacy Education

Academic Program Director: Candace Poindexter

Assistant Director: Diane Fogarty

Academic Advisor: Gloria Davidson

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 Reading Instruction (online option also available)

This program offers an area of specialization in reading instruction. 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 Reading Instruction Master of Arts degree program is accomplished by completing and submitting the following to the School of Education (unless otherwise noted).

- 1. Graduate Division Application:** Submitted directly to the Graduate Division Office.
- 2. Transcripts:** Two copies of official transcripts from all colleges/universities attended, sent directly to the Graduate Division Office.
- 3. 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. Reading Instruction 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:

*EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
*EDSS 6390	Lifespan Development

*Students may choose either EDUR 6100 or EDSS 6390.

Courses in Area of Specialization:

EDES 6350	Linguistics and Reading
EDES 6351	Assessment of Reading Performance
EDES 6352	Seminar - The Reading Professional
EDES 6353	Technology and Reading
EDES 6354	Reading Development and Instruction
EDES 6355	Introduction to Reading Difficulties
EDES 6356	Diagnosis and Intervention in Reading - Practicum I

Comprehensive Assessment

EDES 6995	Comprehensive Examination: Literacy (fee required, 0 semester hours)
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or

Thesis Option with approval:

EDLA 6950	Advanced Research Methods
EDLA 6951	Advanced Research Design (1 semester hour)
EDES 6955	Master of Arts Thesis I (1 semester hour)
EDES 6956	Master of Arts Thesis II (1 semester hour) as needed
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

- 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 Division 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

EDES 6103	Curriculum and Instructional Leadership
EDES 6350	Linguistics and Reading
EDES 6354	Reading Development and Instruction
EDES 6355	Introduction to Reading Difficulties
EDES 6356	Diagnosis and Intervention in Reading - Practicum I

The Reading and Language Arts Specialist Credential

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

EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
EDES 6350	Linguistics and Reading
EDES 6351	Assessment of Reading Performance
EDES 6352	Seminar - The Reading Professional
EDES 6354	Reading Development and Instruction
EDES 6355	Introduction to Reading Difficulties
EDES 6356	Diagnosis and Intervention in Reading - Practicum I
EDES 6357	Advanced Diagnosis and Intervention in Reading - Practicum II
EDES 6358	Research and Trends in Reading Education
EDES 6359	Field Experience - The Reading Professional

Elementary and Secondary Education 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
 Bilingual Authorization

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 (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 soeinfo@lmu.edu for information session dates and times.

Initial Application Process for Elementary and Secondary Education Programs

1. 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
2. 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.

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: EDES 401, EDES 414, EDSS 440, and EDUR 400.
- b. 2 courses from the following: EDES 402, EDES 425, EDES 434.

Minor in Secondary Education (18 semester hours)

18 semester hours in Education from the following courses:

1. 4 prerequisite Education courses: EDES 401, EDES 414, EDSS 440, and EDUR 400.
2. 2 courses from the following: ART 455, EDES 403, EDES 425, EDES 434, EDES 484, EDES 485, EDES 486, EDES 487, EDES 488.

Bilingual Authorization

Students who demonstrate proficiency in Spanish or Mandarin may pursue the Bilingual Authorization in addition to the 2042 multiple subject credential.

Requirements:

1. Interview with Director of Bilingual/Bicultural Education
2. Successful completion of the following courses:

Bilingual Authorization in Spanish	
EDES 418	Bilingualism and Biliteracy
EDES 416	Methodology for Primary Language in Bilingual Settings
EDES 420	Chicano/Latino Cultures: An Interdisciplinary Approach
Bilingual Authorization in Mandarin	
EDES 418	Bilingualism and Biliteracy
EDES 430	Methodology for Chinese Language Instruction in Bilingual Settings
EDES 431	Chinese/American/American Chinese Cultures: An Interdisciplinary Approach

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.

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. All of the following requirements must be completed and submitted to the School of Education, University Hall 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:

EDUR 400	Cultural Paradigms of Education
EDES 401	Educational Psychology for the Childhood and Adolescent Years
EDES 414	Theories and Policies of Second Language Acquisition
EDSS 440	Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs
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. 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
8. Certificate of Clearance (COC): The original Certificate of Clearance must be received back from the California Commission on Teacher Credentialing (CCTC) at the School of Education.

9. Tuberculosis (TB) Skin Test results: Candidates must submit an official copy of their TB test results, given within one year.
10. California Basic Educational Skills Test (CBEST) original passing score report
11. U.S. Constitution Requirement—Satisfied by one of the following:
 - Successfully completing one of the following LMU courses: AMCS 198 with approval, HIST 198 with approval, or POLS 135; or
 - Passing an approved examination through the History Department; or
 - Completing an approved course at another institution.
12. 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.
13. Disposition Rubric: Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.
14. Technology Requirement
15. Interview with Academic Program Director/Assistant 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. Health Education requirement (verified on transcripts), satisfied by one of the following:
 - Completing EDES 8000 (1 semester hour); or
 - Completing a 2042 approved health education course through another institution.
5. Multiple Subjects CSET original passing score report
6. Disposition Rubric: Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.
7. Complete the following methods courses (maintaining a GPA of 3.0 or better)

EDES 402	Teaching Reading in Today's Elementary Classrooms
EDES 425	Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Education
EDES 434	Elementary Curriculum and Methods

8. Teaching Performance Assessment (TPA) Task 1 and Task 2 (fee based, 0 semester hour courses)
- | | |
|----------|--------------------------------------|
| EDCE 461 | TPA Task 1 Subject Specific Pedagogy |
| 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. All student teacher placements will be made by Clinical Support Services.

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 Fieldwork Coordinator) and schedule an interview with the Fieldwork Coordinator
4. Enroll in EDCE 410, Elementary Directed Teaching (9-12 semester hours)
5. Enroll in EDCE 463, TPA Task 3 Assessing Learning
6. Enroll in EDCE 464, TPA Task 4 Culminating Teaching Experience

Reading Instruction Competence Assessment (RICA)

After completion of EDES 402, 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 310.338.7314.

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. English*
- e. French
- f. Mathematics*
- g. Physics
- h. Social Science*
- i. 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, University Hall 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:

EDUR 400	Cultural Paradigms of Education
EDES 401	Educational Psychology for the Childhood and Adolescent Years
EDES 414	Theories and Policies of Second Language Acquisition
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. Certificate of Clearance (COC): The original Certificate of Clearance must be received back from the California Commission on Teacher Credentialing (CCTC) at the School of Education.
9. Tuberculosis (TB) Skin Test results: Candidates must submit an official copy of their TB test results, given within one year.
10. California Basic Educational Skills Test (CBEST) original passing score report
11. U.S. Constitution Requirement—Satisfied by one of the following:
 - Successfully completing one of the following LMU courses with approval: AMCS 198 with approval, HIST 198 with approval, or POLS 135; or
 - Passing an approved examination through the History Department; or
 - Completing an approved course at another institution.
12. Subject Matter Plan of Action completion
13. Students must demonstrate mastery of the required subject matter by passing the Single Subject California Subject Matter Exam for Teachers (Single Subject CSET); or
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])
Results of the CSET are valid for only five years.
14. Disposition Rubric: Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.
15. Technology Requirement
16. 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 submit-

ted 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. Health Education requirement (verified on transcripts), satisfied by one of the following:
 - Completing EDES 8000 (1 semester hour); or
 - Completing a 2042 approved health education course through another institution.
5. 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.
6. Disposition Rubric: Candidates are expected to uphold both academic and non-academic standards embraced by the School of Education. Non-academic factors include behaviors, dispositions, and attitudes that educators must positively develop. The Disposition Rubric will be used to assess the professional dispositions of our candidates.
7. Complete the following methods courses (maintaining a GPA of 3.0 or better):

EDES 403	Reading and Content Learning in Middle and Secondary Schools
EDES 425	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Education

And one of the following courses, depending on the credential content area:

ART 455	Methods in Teaching Secondary Art
	or
EDES 484	Methods in Teaching Secondary Languages Other than English; or
EDES 485	Methods in Teaching Secondary Social Studies;
	or
EDES 486	Methods in Teaching Secondary English; or
EDES 487	Methods in Teaching Secondary Science
	or
EDES 488	Methods in Teaching Secondary Math
8. Teaching Performance Assessment (TPA) Task 1 and Task 2 (fee based, 0 semester hour courses)

EDCE 461	TPA Task 1 Subject Specific Pedagogy (in content area)
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 Services. All student teacher placements will be made by the Clinical Support Services.

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 and schedule an interview with the Fieldwork Coordinator.
4. Enroll in EDCE 412 Secondary Directed Teaching (9-12 semester hours).
5. Enroll in EDCE 463 TPA Task 3 Assessing Learning (0 semester hours, fee required).
6. Enroll in 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 310.338.7314.

Bilingual Authorization

Students who demonstrate proficiency in Spanish or Mandarin may pursue the Bilingual Authorization in addition to the 2042 multiple subjects credential.

Requirements:

1. Interview with Director of Bilingual/Bicultural Education
2. Successful completion of the following courses:

Bilingual Authorization in Spanish

EDES 418	Bilingualism and Biliteracy
EDES 416	Primary Language Methodology in Bilingual Settings
EDES 420	Chicano/Latino Cultures: An Interdisciplinary Approach

Bilingual Authorization in Mandarin

EDES 418	Bilingualism and Biliteracy
EDES 430	Methodology for Chinese Language Instruction in Bilingual Settings
EDES 431	Chinese/American/American Chinese Cultures: An Interdisciplinary Approach

Specialized Programs in Urban Education

Faculty

Chairperson: Edmundo F. Litton

Professors: Marta Baltodano, Edmundo F. Litton, Shane P. Martin, Marta Sanchez

Associate Professors: Yvette Lapyese

Assistant Professors: Ernesto Colin, Michael A. Gottfried, Philip E. Molebash

Clinical Faculty: Beth Brewer, Michael Castiglione, Katharine Clemmer, Lindsay DeVeny, Clara Garay, Katie Laskasky, Frank Montejano, Diana Murphy

Contact Information

Chairperson: Edmundo F. Litton

Phone: 310.568.6853

Location: University Hall 2600

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 in urban settings where the student population is economically, linguistically, and culturally diverse.

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|Teach for America Partnership

Director: Edmundo F. Litton

Associate Director, Los Angeles: Doris Madrigal

Associate Director, Bay Area: Katharine Berlin

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. 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 therefore maintains a strong focus on serving underrepresented and under-resourced school communities. In order to advocate for education for these school communities and their students, the School of Education has partnered with Teach for America (TFA), the national corps of outstanding graduates of all academic majors who commit to teach in public schools and become lifelong leaders in the effort to expand educational opportunities for all children. As the preferred university partner in Los Angeles since 2000, the LMU|TFA Partnership expanded to the San Francisco Bay Area in 2010. The LMU School of Education is currently the exclusive university partner with Teach for America in California,

servicing both the Los Angeles and San Francisco Bay regions (San Jose, San Francisco, Oakland, and Sacramento). Since expanding to the San Francisco regions, the School of Education now has approved regional centers in Northern California. The program information outlined below is based on the program offerings in Los Angeles and are available/applicable to LMU|TFA Partnership students in the Northern California regions.

The LMU|TFA Partnership program requires that candidates work full-time in a public school district while they complete requirements for a California 2042 Preliminary Teaching Credential, that aligns with their teaching assignment, and a Master of Arts degree. Once candidates are admitted into the LMU|TFA Partnership program, they will have the opportunity to choose a credential and/or Master of Arts degree program that supports their teaching assignment. All LMU|TFA students pursue a California SB2042 Preliminary Teaching Credential (either Multiple Subjects for K-5 teachers or Single Subject for grade 6-12) or a California Mild/Moderate Preliminary Education Specialist Teaching Credential. Candidates with an interest in bilingual education can also take additional courses to earn their bilingual authorization. Participants in the LMU|TFA program may be eligible for an Americorps educational award through their TFA membership. Participants are also eligible for an LMU SOE tuition grant that is contingent on full-participation in all related grant program requirements and completion of their two-year commitment to TFA and LMU program.

The LMU|TFA program pathways include Elementary Education (Multiple Subjects), Secondary Education (Single Subject: Math, Science, English, Foreign Language, Social Studies), Special Education, and Early Childhood Education. For specific information about the Special Education intern program pathway, please refer to the Special Education program section. For specific information about the Early Childhood Education program pathway, please refer to the Early Childhood Education section.

Admission Requirements

Admission into the LMU|TFA Partnership is limited to candidates who have been admitted to, and matriculate at, Teach for America in the Los Angeles or Northern California regions. Students interested in participating in these programs must begin their application process with Teach for America directly and be assigned to one of these regions in order to apply for the LMU|TFA Partnership program. Admission into this program is contingent upon the availability of space as well as the candidate meeting all LMU School of Education admission requirements and deadlines for their program pathway. Candidates must complete all admission requirements outlined in either the Multiple Subjects or Single Subject credential program as described in respective sections. Once students are confirmed TFA Los Angeles or TFA Northern California corps members, they will receive admissions application instructions from their respective LMU program office. LMU|TFA Partnership students are admitted under Provisional or Controlled Admission. Please see the School of Education Academic Regulations for information on the admission categories.

Program Requirements

LMU|TFA Partnership students admitted to a program are required to attend all LMU Orientation events as well as any additional requirements for their specific program pathway. Orientation events include recruitment webinars, in-person presentations about their program, sessions on registration, program and disposition expectations, credential requirements and processes, and financial responsibilities. Eligible students are also required to participate in all institutional scholarships/grants. Students are expected to maintain a minimum 3.0 GPA throughout their LMU programs as well as meet all SOE policy guidelines for successful progress and completion of their program and degree.

LMU|TFA Partnership students take their coursework over a period of two years. Exceptions to the recommended sequence must be approved by the Program Director, Department Chair, and Credential Manager. The 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

The following information is for LMU|TFA Partnership students holding teaching assignments in General Education, K-12, settings only. Course requirements for Special Education and Early Childhood Education

LMU|TFA Partnership students can be found in those respective sections in the Bulletin.

Multiple Subjects Credential:

EDUR 5010	Theories of Teaching, Learning and Assessment (3 semester hours)
EDUR 5014	Multiple Subjects Curriculum and Instruction (3 semester hours)
EDUR 5004	Elementary School Literacy and Language Development (3 semester hours)
EDUR 5012	Culture and Language Learning in Urban Education (3 semester hours)
EDUR 5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDCE 5970	Field Experience 1 (1 semester hour)
EDCE 5971	Field Experience 2 (1 semester hour)

Single Subject Credential

EDUR 5010	Theories of Teaching, Learning and Assessment (3 semester hours)
EDUR 5005	Literacy and Language Development in the Content Areas (3 semester hours)
EDUR 5012	Culture and Language Learning in Urban Education (3 semester hours)
EDUR 5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDCE 5970	Field Experience 1 (1 semester hour)
EDCE 5971	Field Experience 2 (1 semester hour)

and one of the following:

EDES 5251	Methods in Teaching Languages other than English
EDES 5252	Methods in Teaching Secondary Social Studies
EDES 5253	Methods in Teaching Secondary English
EDES 5254	Methods in Teaching Secondary Science
EDES 5255	Methods in Teaching Secondary Math
EDES 5256	Methods in Teaching Secondary Art

One or two additional semesters of Fieldwork Experience coursework may be required for individual students on the Multiple Subjects or Single Subject traditional program pathway depending on their program and credential progress.

In addition to the required coursework, candidates for the teaching credential must also pass all tasks of the Teaching Performance Assessment (TPA Tasks 1-4) and complete a program exit presentation before they can be recommended for their credential and continue on with the Master of Arts degree in Urban Education.

Early Completion Option

The Early Completion Option (ECO) program pathway is available only to LMU|TFA Partnership students who have successfully passed the Teaching Foundations Exam (in addition to all other required credentialing exams) prior to enrollment and hold confirmed teaching assignments in Multiple Subjects (K-5) or Single Subject Math, English, or Science (6-12) only.

Students who opt into this program track must take and pass the Teaching Foundations Exam before they can be accepted into this program track. This program track is a total of 12 units and provides candidates the option to complete their credential program requirements on an earlier timeline than traditional track students. In order to remain on the ECO program track, students must take and successfully pass each Teaching Performance Assessment task (TPA) the first time they take it. ECO students are not able to re-take TPAs on this program track. Failure to successfully pass each TPA on the first attempt exempts the student from continuing on this program track and the student will need to enroll in the traditional program track appropriate for their teaching assignment and meet all program and course requirements for that track. Early Completion Option students do not enroll in Fieldwork coursework and therefore do not receive support from a university supervisor or on-site support provider while they are fulfilling their teaching assignment.

Multiple Subjects Credential—Early Completion Option

EDUR 5014	Multiple Subjects Curriculum and Instruction (3 semester hours)
EDUR 5004	Elementary School Literacy and Language Development (3 semester hours)
EDUR 5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDUR 6961	Portfolio/Assessment of Teaching (3 semester hours)

Single Subject Credential—Early Completion Option

EDUR 5005	Literacy and Language Development in the Content Areas (3 semester hours)
EDUR 5016	Teaching Students with Special Needs in Urban Education (3 semester hours)
EDUR 6961	Portfolio/Assessment of Teaching (3 semester hours)

and one of the following:

EDES 5251	Methods in Teaching Languages other than English
EDES 5252	Methods in Teaching Secondary Social Studies
EDES 5253	Methods in Teaching Secondary English
EDES 5254	Methods in Teaching Secondary Science
EDES 5255	Methods in Teaching Secondary Math
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 Tasks 1-4) on their first attempt and complete a program exit presentation before they can be recommended for their credential and continue on with the Master of Arts degree in Urban Education.

Master of Arts in Urban Education

All LMU|TFA Partnership students in Multiple Subjects or Single Subject teaching assignments (General Education) that are successfully progressing in their teaching credential program requirements are eligible to apply for admission into the Master of Arts in Urban Education degree program. Both the traditional and Early Completion Option program pathways are designed to help meet the program requirements for the Master of Arts in Urban Education degree so that LMU|TFA Partnership students can complete their two-year teaching commitment with TFA and graduate with a credential and Master of Arts degree from LMU. Coursework taken in the teaching credential program, with the exception of Fieldwork and TPAs, can be transferred to the Master of Arts degree program. Candidates may transfer up to 15 semester hours of coursework from their first year and complete the remaining units (a minimum of 16, depending on their program pathway) in their second year.

During their MA program coursework, students work alongside a faculty advisor to complete a comprehensive research project of their own design. This culminating research project offers students an opportunity to develop research skills in addition to addressing an issue of interest in urban education. Students must select one of the four concentrations offered under this degree and complete four courses in their concentration. All students must take the required research methods course in which they begin their project and a culminating 1-semester-hour course in which they finalize it. In addition, students are expected to fully participate in the Urban Education Symposium held in the spring semester. Attendance at the Symposium is required.

Admission Requirements

Admission into the Master of Arts in Urban Education degree program is contingent on admission into the LMU|TFA Partnership program and successful progression in the teacher credential program coursework. Students must also complete an internal admission application.

Required Coursework

All students in this degree program must take the following course in order to begin their culminating research project:

EDUR 5018	Research in Urban Education (3 semester hours)
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Students must also take one of the following courses in order to complete their research project:

EDUR 6995	Comprehensive Exam (1 semester hour)
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or

EDUR 5020	Research Project in Urban Education (1 semester hour)
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In addition to these courses, students must select a concentration and take the four courses (3 semester hours each) listed under each concentration. Students completing the Early Completion Option program pathway must take an additional elective course (3 semester hours), to be selected under advisement and approval from the Program Director.

Exceptions to the recommended sequence must be approved by the Program Director and Department Chair.

Master of Arts in Urban Education Concentrations

Literacy: The Literacy concentration is designed for candidates interested in studying literacy practices effective in urban settings. This concen-

tration is offered in collaboration with the Literacy Program in the Department of Elementary and Secondary Education.

In addition to EDUR 5018 and 6995 or EDUR 5020, candidates in this concentration take the following courses:

EDES 6340	Educational Linguistics (3 semester hours)
EDES 6355	Introduction to Reading Difficulties (3 semester hours)
EDES 6356	Practicum: Diagnosing and Developing Literacy Skills (3 semester hours)
EDES 6103	Curriculum and Instructional Leadership (3 semester hours)

Digital Learning: This concentration explores the role of technology in teaching and learning in urban schools. It is designed for candidates who would like to explore the role of technology in teaching and learning. Candidates develop skills to integrate technology into teaching, question the role of technology in promoting equity in society, and learn how to use technology to work with students with special needs.

In addition to EDUR 5018 and 6995 or EDUR 5020, candidates in this concentration take the following courses:

EDUR 6324	Technology in Multicultural Settings (3 semester hours)
EDUR 6327	Learning and Teaching with Technology (3 semester hours)
EDUR 6328	Survey of Digital Technologies for Urban Education (3 semester hours)
EDUR 6329	Assistive Technology (3 semester hours)

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. Candidates who wish to become leaders in Catholic schools can be offered in discussion with the Program Director. This concentration is offered in collaboration with the Administration Program in the Department of Educational Leadership and has developed in response to Teach for America's request and data, which shows that many TFA alumni become administrators in charter schools. The courses in this concentration also allow candidates to have a deeper understanding of American education and this knowledge can help candidates become advocates for social justice even if they are working in non-education fields.

In addition to EDUR 5018 and 6995 or EDUR 5020, candidates in this concentration take the following courses:

EDUR 6102	Context of Schooling (3 semester hours)
EDLA 6427	Advocacy (3 semester hours)
EDLA 6428	Business of Education (3 semester hours)
EDLA 6429	Specializing in Charter Schools (3 semester hours)
	or
EDLA 6842	Leadership in Catholic Education (3 semester hours)

Language and Culture: The Language and Culture concentration is offered in collaboration with the Bilingual/Bicultural Programs within the Department of Elementary and Secondary Education. Candidates in this concentration have the option of studying for a bilingual authorization (in Spanish or Mandarin) for their Preliminary credential.

In addition to EDUR 5018 and 6995 or EDUR 5020, candidates in this concentration take the following courses:

EDUR 5324	Bilingualism, Cognition and Identity Development (3 semester hours)
EDUR 5322	Intercultural Education (3 semester hours)
	or
EDUR 6430	Educational Linguistics (3 semester hours)

Plus two of the following, according to their language specialization:

Spanish Specialization

EDES 5320	Chicano/Latino Cultures (3 semester hours)
EDES 6320	Primary Language Methodology in Bilingual Settings (3 semester hours)

Mandarin Specialization

EDES 5330	Chinese/American Cultures (3 semester hours)
EDES 6330	Methodology for Chinese Language Instruction (3 semester hours)

LMU|LA CAST: Los Angeles Catholic Archdiocesan School Teachers

Director: Beth Brewer

Location: University Hall 1760

The LMU|LA CAST program is offered in the School of Education through a partnership with the Department of Catholic Schools 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 within the Archdiocese of Los Angeles. 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.
5. Candidates are required to use Apple technology. Requirements change by year and are shared at the information meetings.

Course Requirements for the LMU|LA CAST Program

Multiple and Single Subject Candidates

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology
EDES 5003	Theories and Policies of Second Language Acquisition
EDSS 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUR 6961	Portfolio and Assessment of Teaching
EDCE 5970	Field Experience 1
EDCE 5971	Field Experience 2
EDES 8000	Health Education
EDUR 6995	Comprehensive Examination
Completion of the Teaching Performance Assessment (TPAs)	
Two School of Education electives selected by the Chairperson	
Candidates who do not take EDUR 6961 must take an additional elective.	

Multiple Subjects Candidates only

EDES 6200	Elementary Curriculum and Methods
EDES 5200	Methodology of ELD and SDAIE for Elementary Educators
EDES 6201	Foundations of Elementary Literacy Instruction

Single Subject Candidates Only

EDES 5250	Methodology of ELD and SDAIE for Secondary Educators
EDES 6203	Improvement of Literacy in the Single Subject Classroom

One of the following:

EDES 5251	Methods of Teaching Secondary Languages Other than English
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EDES 5252	Methods of Teaching Secondary Social Studies
EDES 5253	Methods of Teaching Secondary English
EDES 5254	Methods of Teaching Secondary Science
EDES 5255	Methods of Teaching Secondary Math
EDES 5256	Methods of Teaching Secondary Art

PLACE Corps—Partners in Los Angeles Catholic Education

Director: Diana Murphy

Location: University Hall 1300

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 Reading Instruction, Special Education, or Guidance and Counseling may be available to applicants who have or will have by the time the program begins a credential, license or certificate to teach, pending transcript evaluation.

The PLACE Corps is a nationally recognized teaching service corps in partnership with the Archdiocese of Los Angeles and the University Consortium for Catholic Education (UCCE). The PLACE Corps is built upon three pillars: spirituality, community, and professional development. This University program incorporates full-time teaching in an under-resourced Los Angeles Archdiocesan elementary or high school with an academic program through the School of Education.

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 of a compatible teaching position in an Archdiocesan PLACE Corps partner school. A portion of the Corps member's salary will contribute toward housing and other member expenses.

Participants of this service corps may be eligible for the AmeriCorps Education Award and an LMU grant which contribute toward tuition.

Those admitted to the new cohort are required to attend the Orientation Weekend in April. The orientation includes such topics as program expectations, the academic program, housing, and program funding. Incorporated into the weekend is an opportunity for the PLACERs to meet their principals. Contracts for employment will be offered by the Archdiocese through the individual school.

Application Deadline: The PLACE Corps application has two components, an online and paper application. The deadline for the online application is January 17. The deadline for the paper application is January 31. The full-time commitment begins the subsequent summer.

Admission Requirements

The PLACE Corps admits an average of 25 members per cohort. Admission to the PLACE Corps requires the following:

1. Candidates must complete all admission requirements outlined in either the Multiple Subjects or Single Subject 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 online 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 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 may 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 members. Participants are invited to become actively involved in ongoing spiritual aspects of the program while fully engaged in an intentional community to which they are assigned.

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 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. Any exception 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 Corps Program

Multiple and Single Subject Candidates

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology
EDES 5003	Theories and Policies of Second Language Acquisition
EDSS 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUR 6960	Introduction to Teaching and Learning
EDUR 6961	Portfolio and Assessment of Teaching
EDCE 5970	Field Experience 1
EDCE 5971	Field Experience 2
EDCE 5972	Field Experience 3
EDES 8000	Health Education
EDLA 6800	Foundations of Catholic Education
EDUR 6995	Comprehensive Examination
Completion of the Teaching Performance Assessments (TPA)	

Multiple Subjects Candidates Only

EDES 6200	Elementary Curriculum and Methods
EDES 5200	Methodology of ELD and SDAIE for Elementary Educators
EDES 6201	Foundations of Elementary Literacy Instruction

Single Subject Candidates Only

EDES 5250	Methodology of ELD and SDAIE for Secondary Educators
EDES 6202	Improvement of Literacy in the Single Subject Classroom

One of the following:

EDES 5251	Methods of Teaching Secondary Languages Other than English
EDES 5252	Methods of Teaching Secondary Social Studies
EDES 5253	Methods of Teaching Secondary English
EDES 5254	Methods of Teaching Secondary Science
EDES 5255	Methods of Teaching Secondary Math
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 Reading Instruction, Special Education, or Guidance and Counseling. More information can be obtained from the PLACE Corps staff.

LAMS—Los Angeles Math and Science Residency

Introduction

The Los Angeles Math and Science Residency (LAMS) is an innovative and rigorous year-long teacher training partnership program that integrates practice, content, theory, and pedagogy through an in-field apprenticeship model within The Alliance for College-Ready Public Schools in the Los Angeles region.

The LAMS Program advances student achievement by developing highly trained, effective math and science teachers for high-needs schools who will become future transformative leaders in math and science education.

Admission Requirements

To apply for the LAMS Residency Program, you must:

- be a college graduate with a B.A. or B.S., preferably in mathematics, engineering, biology, chemistry, or physics (minimum 3.0 GPA)
- have strong math or science content knowledge, at a minimum, candidates must have a minor in mathematics, engineering, biology, chemistry, or physics
- have passed the Math or Science tests for the California Subject Examinations for Teachers (CSET) and California Basic Skills Test (CBEST)
- desire to pursue a teaching career and become a highly effective math or science teacher and future transformative leader in Los Angeles urban schools serving low income and minority students
- have an unwavering commitment to teaching in urban schools for at least 4 years

Course Requirements

EDUR 5500	Educational Practices in Secondary Math and Science Classrooms
EDUR 5501	Practicum: Educational Practices in Action in Secondary Math/Science Classrooms
EDUR 5503	Practicum: Differentiated Education in Action in Secondary Math/Science Urban Education
EDUR 5505	Research-Supported Math/Science Practices In Urban Education
EDES 8000	Health Education
EDCE 5950	TPA 1
EDCE 5951	TPA 2
EDCE 5952	TPA 3
EDCE 5953	TPA 4

MAST Transformational Leader (TL) Certificate

Introduction

In the CMAST TL Certificate, TLs learn how to demonstrate effective teaching practices, coach their colleagues, and teach their colleagues in Professional Learning Seminars centered around teaching the CCSS through MAST at their respective sites and within their organizations. Throughout each course of the certificate, TLs take on more responsibility in leading their colleagues, through a gradual release of responsibility from CMAST faculty to the TL.

CMAST institutionalizes a combination of university classes, professional development seminars, in-class demonstrations, and virtual learning components to train TLs how to analyze student and teacher data, teach students and adults, share leadership with administrators, design STEM curriculum, and collaborate with faculty and community members to create and sustain the MAST System.

Eligibility

Teacher leaders who meet the following minimum program criteria are invited to apply:

1. For Secondary teaching: possess an undergraduate degree with at least a 3.0 GPA in a STEM or STEM-related field. For Elementary teaching: possess an undergraduate degree with at least a 3.4 GPA and at least 12 units in math and/or science preferred
2. Possess a minimum of three years classroom teaching experience with demonstrated student achievement

3. Possess current Clear California Multiple Subjects or Secondary Teaching Credential in Mathematics or Science for grades 7-12 or current Clear California Multiple Subject Teaching Credential
4. Must be currently teaching
5. Desire to lead a new generation of effective teachers, commit to utilizing action research to improve practice, and dedicate their energy to uplifting schools that serve children from diverse economic, racial, linguistic, and cultural backgrounds
6. Demonstrate commitment to ongoing professional learning and openness to feedback and critical conversations that transform mathematics or science practices
7. Be a transformative teacher and coach for adult learners: able to establish effective relationships with colleagues, committed to leading courageous conversations with colleagues, able to design and implement effective instruction to increase colleagues' learning, and model and facilitate data-informed decision-making keeping students at the core

Course Requirements

EDUR 5580	Teaching Mathematics and Science in Urban Schools
EDUR 5581	Mentorship in Math and Science Education
EDUR 5582	Collaboration in Math and Science Education
EDUR 5583	Mentorship in Math and Science Education

Master's Option

After successful completion of the MAST TL Certificate, candidates have the option of applying their 12 semester hours towards a Master's in Urban Education (Curriculum, Teaching, and Learning).

19 semester hours of additional coursework required.

Intern/Practitioner Program

Master of Arts (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 teach-

er 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:

EDCE 5970	Field Experience 1
EDCE 5971	Field Experience 2
EDES 6200	Elementary Curriculum and Methods
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:

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDES 5003	Theories and Policies of Second Language Acquisition
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:

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDES 5003	Theories and Policies of Second Language Acquisition
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:

EDES 5200	Methodology in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators
EDES 6201	Foundations of Elementary Literacy Instruction

- 2. Teaching Performance Assessments:** Tasks 1 and 2 (two zero semester hour courses with associated fees):

EDCE 5950	TPA Task 1
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 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 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 EDUR 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

- EDUR 6961 Portfolio and Assessment
- TPA Tasks 3 and 4: Two zero semester hour courses with associated fees.

EDCE 5952	TPA Task 3
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:

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
EDSS 6106	Human Development and Learning

Complete 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**

EDES 6355	Introduction to Reading Difficulty
EDES 6356	Diagnosis and Intervention in Reading Practicum I

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.

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 Academic Program Director. The exit interview must be completed prior to submitting an application for a credential and Master of Arts degree.

Application for Credential

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

Reading Instruction Competence Assessment (RICA)

After completing 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.

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.

Clear 2042 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 (without Credential)

This program is designed for practitioners who do not successfully pass the CSET prior to 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:**

EDUR 6100 Anthropological Analysis of Cultural Diversity
EDES 6103 Curriculum and Instructional Leadership
EDLA 6105 Assessment and Research Methodology
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 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**

EDES 6355 Introduction to Reading Difficulty
EDES 6356 Diagnosis and Intervention in Reading Practicum
I

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.

EDES 6995 Comprehensive Exam: Literacy (fee required)
or

Thesis Option (See Program Director for detailed course sequence).

If the candidate successfully passes all sections of the CSET within 5 years, the candidate can complete the credential by completing an exit

interview with the Program Director and submitting an application for a credential.

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.

Master of Arts (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 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 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 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:

EDCE 5970	Field Experience I
EDCE 5971	Field Experience 2
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:

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDES 5003	Theories and Policies of Second Language Acquisition
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:

EDES 5251	Methods in Teaching Secondary Languages Other than English
EDES 5252	Methods in Teaching Secondary Social Studies
EDES 5253	Methods in Teaching Secondary English
EDES 5254	Methods in Teaching Secondary Science
EDES 5255	Methods in Teaching Secondary Math
EDES 5256	Methods in Teaching Secondary Art

- 3. Disposition Rubric Score:** Candidate chooses a professor of one of the four prerequisite 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

- 1. Candidates will need to complete** the remaining courses with a grade of "B" (3.0) or better prior to enrolling in EDUR 6961, TPA 3, and TPA 4:

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology for the Childhood and Adolescent Years
EDES 5003	Theories and Policies of Second Language Acquisition
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:

EDES 5250	Methodology in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators
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):

EDCE 5950	TPA Task 1 in the subject emphasis of the credential
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 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 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

- 1. Enroll in Fieldwork:**

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.

EDCE 5952	TPA Task 3
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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:

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
EDSS 6106	Human Development and Learning

2. Complete 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

EDES 6355	Introduction to Reading Difficulty
EDES 6343	Diagnosis and Intervention in Reading Practicum
- Comprehensive Assessment: Candidates meet with the program director to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.

EDES 6995	Comprehensive Exam: Literacy (fee required)
<i>or</i>	
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.

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.

Clear 2042 Single Subject 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 (without Credential)

This program is designed for practitioners who do not successfully pass the CSET prior to enrollment in 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:

EDUR 6100	Anthropological Analysis of Cultural Diversity
EDES 6103	Curriculum and Instructional Leadership
EDLA 6105	Assessment and Research Methodology
EDSS 6106	Human Development and Learning
EDES 6995	Comprehensive Exam in Secondary Education (fee required)

2. Complete 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

EDES 6342	Diagnosing and Developing Literacy Skills
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.

EDES 6995	Comprehensive Exam: Literacy (fee required)
<i>or</i>	
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.

School of Education Centers

Contact Information

Executive Director: Robert Walsh, S.J.

Phone: 310.338.7303

Location: University Hall 1760

Introduction

Catholic schools are an integral part of the educational systems of urban centers across the United States, serving as pillars for many communities, particularly in economically disadvantaged areas. In Los Angeles, more than 80,000 children and their families rely on these schools to provide the moral, spiritual and intellectual underpinnings that have enabled so many Catholic school graduates to become productive, socially conscious adults.

But these schools are facing significant challenges. Enrollment in Catholic schools has declined 12 percent nationally in the last decade. Many schools are struggling financially. Catholic school systems are in need of professional development for teachers and administrators, along with research into the most effective approaches to running the schools and educating increasingly diverse student bodies.

With the Center for Catholic Education, the LMU School of Education will be better positioned to assist the Archdiocese of Los Angeles, as well as Catholic school systems across the country, in ensuring that the rich tradition of Catholic education endures and grows. The CCE brings together a broad range of successful programs at SOE to advance PK-12 Catholic education by training school leaders and teachers, increasing awareness of Catholic schools' impact on communities, and developing innovative ways to support Catholic schools. The Center for Catholic Education will serve as an anchor for Catholic schools in Los Angeles and nationally so that the rich tradition of Catholic education continues to shape morally and socially conscious men and women.

The Center for Catholic Education is committed to leadership development, teacher preparation, and research and outreach.

Programs

The Center for Catholic Education offers programs in specialized cohorts:

- **LMU|LA CAST:** For teachers employed by the Archdiocese of Los Angeles
- **PLACE Corps:** Teachers who are part of a teaching service corps in partnership with the Archdiocese of Los Angeles

LMU|LA CAST: Los Angeles Catholic Archdiocesan School Teachers

Director: Beth Brewer

Location: University Hall 1760

The LMU|LA CAST program is offered in the School of Education through a partnership with the Department of Catholic Schools 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 within the Archdiocese of Los Angeles. 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.
5. Candidates are required to use Apple technology. Requirements change by year and are shared at the information meetings.

Course Requirements for the LMU|LA CAST Program

Multiple and Single Subject Candidates

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology
EDES 5003	Theories and Policies of Second Language Acquisition
EDSS 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUR 6961	Portfolio and Assessment of Teaching
EDCE 5970	Field Experience 1
EDCE 5971	Field Experience 2
EDES 8000	Health Education
EDUR 6995	Comprehensive Examination

Completion of the Teaching Performance Assessment (TPAs)
Two School of Education electives selected by the Chairperson
Candidates who do not take EDUR 6961 must take an additional elective.

Multiple Subjects Candidates only

EDES 6200	Elementary Curriculum and Methods
EDES 5200	Methodology of ELD and SDAIE for Elementary Educators
EDES 6201	Foundations of Elementary Literacy Instruction

Single Subject Candidates Only

EDES 5250	Methodology of ELD and SDAIE for Secondary Educators
EDES 6203	Improvement of Literacy in the Single Subject Classroom

One of the following:

EDES 5251	Methods of Teaching Secondary Languages Other than English
EDES 5252	Methods of Teaching Secondary Social Studies
EDES 5253	Methods of Teaching Secondary English
EDES 5254	Methods of Teaching Secondary Science
EDES 5255	Methods of Teaching Secondary Math
EDES 5256	Methods of Teaching Secondary Art

PLACE Corps—Partners in Los Angeles Catholic Education

Director: Diana Murphy

Location: University Hall 1300

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 Reading Instruction, Special Education, or Guidance and Counseling may be available to applicants who have or will have by the time the program begins a credential, license or certificate to teach, pending transcript evaluation.

The PLACE Corps is a nationally recognized teaching service corps in partnership with the Archdiocese of Los Angeles and the University Consortium for Catholic Education (UCCE). The PLACE Corps is built upon three pillars: spirituality, community, and professional development. This University program incorporates full-time teaching in an under-resourced Los Angeles Archdiocesan elementary or high school with an academic program through the School of Education.

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 of a compatible teaching position in an Archdiocesan PLACE Corps partner school. A portion of the Corps member's salary will contribute toward housing and other member expenses.

Participants of this service corps may be eligible for the AmeriCorps Education Award and an LMU grant which contribute toward tuition.

Those admitted to the new cohort are required to attend the Orientation Weekend in April. The orientation includes such topics as program expectations, the academic program, housing, and program funding. Incorporated into the weekend is an opportunity for the PLACERs to meet their principals. Contracts for employment will be offered by the Archdiocese through the individual school.

Application Deadline: The PLACE Corps application has two components, an online and paper application. The deadline for the online application is January 17. The deadline for the paper application is January 31. The full-time commitment begins the subsequent summer.

Admission Requirements

The PLACE Corps admits an average of 25 members per cohort. Admission to the PLACE Corps requires the following:

1. Candidates must complete all admission requirements outlined in either the Multiple Subjects or Single Subject 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 online 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 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 may 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 members. Participants are invited to become actively involved in ongoing spiritual aspects of the program while fully engaged in an intentional community to which they are assigned.

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 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. Any exception 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 Corps Program

Multiple and Single Subject Candidates

EDUR 5000	Cultural Paradigms of Education
EDES 5001	Applied Educational Psychology
EDES 5003	Theories and Policies of Second Language Acquisition
EDSS 6001	Teaching Culturally and Linguistically Diverse Students with Exceptional Needs
EDUR 6960	Introduction to Teaching and Learning
EDUR 6961	Portfolio and Assessment of Teaching
EDCE 5970	Field Experience 1
EDCE 5971	Field Experience 2
EDCE 5972	Field Experience 3
EDES 8000	Health Education
EDLA 6800	Foundations of Catholic Education
EDUR 6995	Comprehensive Examination
Completion of the Teaching Performance Assessments (TPA)	

Multiple Subjects Candidates only

EDES 6200	Elementary Curriculum and Methods
EDES 5200	Methodology of ELD and SDAIE for Elementary Educators
EDES 6201	Foundations of Elementary Literacy Instruction

Single Subject Candidates Only

EDES 5250	Methodology of ELD and SDAIE for Secondary Educators
EDES 6202	Improvement of Literacy in the Single Subject Classroom

One of the following:

EDES 5251	Methods of Teaching Secondary Languages Other than English
EDES 5252	Methods of Teaching Secondary Social Studies
EDES 5253	Methods of Teaching Secondary English
EDES 5254	Methods of Teaching Secondary Science
EDES 5255	Methods of Teaching Secondary Math

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 Reading Instruction, Special Education, or Guidance and Counseling. More information can be obtained from the PLACE Corps staff.

CMAS—Center for Math and Science Teaching

Contact Information

Director: Kathy Clemmer

Location: University Hall 1300

Introduction

CMAS is dedicated to strengthening science, technology, engineering, mathematics (STEM) and STEM-related fields by transforming the teaching and learning of mathematics and science.

Loyola Marymount University's Center for Math and Science Teaching (CMAS) provides a national model for middle schools, high schools, and universities to transform math and science education using measurable, data-driven results connected to student engagement and achievement. CMAS is currently implementing the Los Angeles Math and Science Residency (LAMS), a teacher residency program focused on training math and science teachers in urban schools. CMAS also partners with organizations and districts across the spectrum of public, charter, and Catholic schools.

CMAS's goals are:

- Creating a professional learning community comprised of faculty, teachers, administrators, parents, students, and community members dedicated to increasing student engagement and achievement in mathematics and science
- Finding and sharing solutions that increase the number of students who pursue science, technology, engineering, mathematics, and science and mathematics teaching as careers
- Building teacher retention by providing opportunities for shared leadership between transformational teacher leaders, administrators, and parents
- Designing, strengthening, and sharing best practices in teaching and learning to improve teacher quality and college-readiness

LAMS—Los Angeles Math and Science Residency

Introduction

The Los Angeles Math and Science Residency (LAMS) is an innovative and rigorous year-long teacher training partnership program that integrates practice, content, theory, and pedagogy through an in-field apprenticeship model within The Alliance for College-Ready Public Schools in the Los Angeles region.

The LAMS Program advances student achievement by developing highly trained, effective math and science teachers for high-needs schools who will become future transformative leaders in math and science education.

Admission Requirements

To apply for the LAMS Residency Program, you must:

- be a college graduate with a B.A. or B.S., preferably in mathematics, engineering, biology, chemistry, or physics (minimum 3.0 GPA)
- have strong math or science content knowledge, at a minimum, candidates must have a minor in mathematics, engineering, biology, chemistry, or physics
- have passed the Math or Science tests for the California Subject Examinations for Teachers (CSET) and California Basic Skills Test (CBEST)
- desire to pursue a teaching career and become a highly effective math or science teacher and future transformative leader in Los Angeles urban schools serving low income and minority students
- have an unwavering commitment to teaching in urban schools for at least 4 years

Course Requirements

EDUR 5500	Educational Practices in Secondary Math and
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EDUR 5501	Science Classrooms Practicum: Educational Practices in Action in Secondary Math/Science Classrooms
EDUR 5503	Practicum: Differentiated Education in Action in Secondary Math/Science Urban Education
EDUR 5505	Research-Supported Math/Science Practices In Urban Education
EDES 8000	Health Education
EDCE 5950	TPA 1
EDCE 5951	TPA 2
EDCE 5952	TPA 3
EDCE 5953	TPA 4

CMAST Teacher Leader (TL) Certificate

Introduction

In the CMAST TL Certificate, TMs learn how to demonstrate effective teaching practices, coach their colleagues, and teach their colleagues in Professional Learning Seminars centered around teaching the CCSS through MAST at their respective sites and within their organizations. Throughout each course of the certificate, TMs take on more responsibility in leading their colleagues, through a gradual release of responsibility from CMAST faculty to the TL.

CMAST institutionalizes a combination of university classes, professional development seminars, in-class demonstrations, and virtual learning components to train TMs how to analyze student and teacher data, teach students and adults, share leadership with administrators, design STEM curriculum, and collaborate with faculty and community members to create and sustain the MAST System.

Eligibility

Teacher leaders who meet the following minimum program criteria are invited to apply:

1. For Secondary teaching: possess an undergraduate degree with at least a 3.0 GPA in a STEM or STEM-related field. For Elementary teaching: possess an undergraduate degree with at least a 3.4 GPA and at least 12 units in math and/or science preferred
2. Possess a minimum of three years classroom teaching experience with demonstrated student achievement
3. Possess current Clear California Multiple Subjects or Secondary Teaching Credential in Mathematics or Science for grades 7-12 or current Clear California Multiple Subject Teaching Credential
4. Must be currently teaching
5. Desire to lead a new generation of effective teachers, commit to utilizing action research to improve practice, and dedicate their energy to uplifting schools that serve children from diverse economic, racial, linguistic, and cultural backgrounds
6. Demonstrate commitment to ongoing professional learning and openness to feedback and critical conversations that transform mathematics or science practices
7. Be a transformative teacher and coach for adult learners: able to establish effective relationships with colleagues, committed to leading courageous conversations with colleagues, able to design and implement effective instruction to increase colleagues' learning, and model and facilitate data-informed decision-making keeping students at the core

Course Requirements

EDUR 5580	Teaching Mathematics and Science in Urban Schools
EDUR 5581	Mentorship in Math and Science Education
EDUR 5582	Collaboration in Math and Science Education
EDUR 5583	Mentorship in Math and Science Education

Master's Option

After successful completion of the MAST TL Certificate, candidates have the option of applying their 12 semester hours towards a Master's in Urban Education (Curriculum, Teaching, and Learning).

19 semester hours of additional coursework required.

Center for Equity for English Learners

Contact Information

Director: Magaly Lavadenz

Phone: 310.338.2924

Associate Director: Elvira G. Armas

Location: University Hall 2600

Introduction

The Center for Equity for English Learners (CEEL) was established in 2006, with support from Bank of America, for the purpose of improving educational outcomes of English Learners (ELs). The Center's research and professional development agendas will inform leadership and instructional practices for the state's 1.5 million English Learners and the nation's 3.5 million English Learners. CEEL's mission is to pursue equity and excellence in the education of English Learners by transforming schools and educational systems through the Center's research and professional development agendas. An integral component of this work is the development of advocacy-oriented leadership. Educators who utilize students' cultural and language resources while developing students' academic competencies have the potential to significantly transform schools and educational systems.

SCHOOL OF FILM AND TELEVISION

Administration

Dean: Stephen Ujlaki

Interim Associate Dean: Howard Lavick

Objectives

The LMU School of Film and Television is committed to preparing students for their creative and professional lives. Through their course work, creative projects, and internships, students will learn the art and craft of communicating ideas through images and sound and writing for the screen. They will also gain an appreciation for the history of these art forms and develop their ability to critically analyze these works. We aim for that delicate balance between theory, technology and the creative impulse—where the balance is always heavily weighted toward the creative and human.

It is important for artists to be aware and considerate of diverse views, yet have the freedom to discover their individual voices and the courage to express their own points of view. As faculty, our most important work is to help our students find those creative voices and express them, because we believe that art is of utmost importance to the human race. We strive to create an atmosphere in which lasting and useful original works are fashioned—by the students and by the faculty and staff. We encourage our students to address a wide audience, to appreciate the contributions of all who labor to tell a story, and to work as part of a community of artists to find new ways to tell new stories.

True to the Loyola Marymount tradition, we also seek to remind students of the ethical and social responsibilities that go with the power of these media, and we encourage them to have a reflective mind and generous spirit as they seek to create works that inform, enlighten, and entertain.

Graduate Program

Degrees Offered

The School of Film and Television offers three Master of Fine Arts (M.F.A.) degrees:

- Film and Television Production (PROD)
- Feature Film Screenwriting (FFSW)
- Writing and Producing for Television (WPTV)

Specific degree requirements are listed under each individual program.

Mission Statement

The Master of Fine Arts degrees offered by the School of Film and Television at Loyola Marymount University are 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.

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 January 15. These materials include: application, \$50 application fee, detailed personal statement, all transcripts, GRE scores (optional if undergraduate GPA is greater than a 3.0), two letters of recommendation, and supplemental materials including any creative work in written and/or multimedia formats that illustrate a particular talent or expertise that the applicant would like to highlight for the selection committee. PROD applicants must submit creative samples (see the SFTV website for specific requirements). Applicants to FFSW or WPTV programs must submit a writing sample (see the SFTV website for specific requirements).

A non-refundable \$250 deposit must accompany your letter of acceptance within 15 days of notification by the University of your admit-

tance into the program. The deposit is applied toward tuition. Letters are mailed out on a rolling basis.

June 15 is the deadline to register for Fall classes. IMPORTANT: Any applicant who does NOT register by this date will forfeit his or her spot, and it will be offered to another student.

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.

Thesis

Each of the three majors comes to fruition in the graduate thesis project for production students and a portfolio for writing students. Thesis projects take a minimum of one year to complete, usually spanning the final year of graduate work towards the Master of Fine Arts degree. Students do not have the option of the traditional Master's research thesis.

Undergraduate Program

Degrees Offered

The School of Film and Television offers the following four degrees:

- Bachelor of Arts in Animation
- Bachelor of Arts in Film and Television Production
- Bachelor of Arts in Recording Arts
- Bachelor of Arts in Screenwriting

Degree requirements are listed under each individual program.

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 university core, major sequences, and elective courses which complement and enhance the student's major field of concentration.

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

120 semester hours are required for graduation with the following distribution:

- a maximum of 36 upper division semester hours in any one department will be accepted toward the 120 semester hours requirement; and
- 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.

European Satellite Program

Students in the School of Film and Television have the opportunity to participate in an intensive production study abroad experience in Bonn, Germany. The program focuses on documentary film production and European media and culture. Courses are taught by both LMU faculty and German instructors. The program's structure includes three-week workshops and immersive, hands-on production training. Cultural opportunities while overseas include film festivals (depending on the season), exhibitions, theater performances, tours of film and television studios, and a trip to Berlin. Participating students will earn 13-15 semester hours of credit, including the production sequence, and will produce a 10-minute documentary that can be distributed or exhibited at festivals or through other channels.

The FITS Europe study abroad program partners LMU's School of Film and Television. For more details on the program, please visit LMU's Study Abroad Office and FITS Europe.

Animation

Faculty

Chairperson: Thomas F. Klein

Associate Professors: Rob Burchfield, José Garcia-Moreno, Thomas F. Klein

Assistant Professor: Adriana Jaroszewicz,

Objectives

The Animation program offers students a classical approach to this complex and multifaceted medium based on traditional fundamentals, such as hand drawn, clay, stop motion, pixilation, mixed media and cut-outs animation. The program represents a broadband approach to animation education within a liberal arts framework. There is course work in both traditional and digital animation, plus studies in experimental, interactive storytelling and alternative forms of the medium in small classroom settings.

In four years at LMU, animation majors move from a traditionally based foundation in animation production techniques during the freshman year to the theory and practice of digital filmmaking and computer animation during the sophomore year. The third year is devoted to the study of multimedia and alternative forms of animation. During the senior year, students write, animate and direct a thesis film/project for their portfolio.

We propose that this degree represents a solid cross-disciplinary approach 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 also choose to stress a higher dimension of flexibility in upper division courses—without regard to specific track or emphasis - to allow any student the freedom to determine their own course and career destination within the protocols of a classical Ignatian education.

Animation Student Learning Outcomes

Students will:

- Have a unique personal artistic vision and work effectively in a collaborative filmmaking process.

- Be ethical and humanistic animation storytellers, grounded in traditional skills while being prepared in the pillars of innovation, diversity and social justice.
- Be active leaders in the new emerging industries; whether it will be in the studio system or as independent artists.
- Demonstrate understanding of technological foundations for the ever evolving world of animation innovation
- Integrate animation workflows in a collaborative filmmaking process

ANIM Minor Requirements

The School of Film and Television offers a minor in Animation to all LMU students.

The minor is 18 semester hours consisting of:

ANIM 100, 110, and 120.

Three elective courses (nine semester hours) chosen from 300 and 400 level Animation courses under the direction of the Chairperson.

Four-Year Planning Guidelines

- Normal course load is 15 semester hours or 5 courses per semester. Beginning sophomore year, the remaining semesters also include the 1 semester hour Figure Drawing requirement.
- University core should be distributed based on interests and availability.
- Lower division major requirements should be completed by end of sophomore year.
- 45 semester hours of upper division coursework are required; these are comprised of upper division core requirements, upper division major requirements, and upper division electives taken.
- Proper sequencing of major requirements is indicated by prerequisites of individual courses and as suggested in the outline below. Please consult assigned academic advisor.
- Acting, cinematography and lighting, computer programming, dance, multimedia design, editing, music, mythology and literature, and sound design classes are among suggested electives for Animation majors.

ANIM Major Lower Division Requirements (33 semester hours)

Freshman Year

FALL

ANIM 100	History of Animation
ANIM 110	Visual Development for Animation
ART 153	Drawing I

Freshman Year

SPRING

ANIM 120	Beginning Animation Workshop <i>*must earn B or better</i>
ART 154	Drawing II

Freshman or Sophomore Year

(any semester)

FTVS 210	Art of the Cinema
SCWR 220	Beginning Screenwriting

Sophomore Year

FALL

ANIM 220	Intermediate Animation Workshop
ANIM 260	Digital Toolbox

Sophomore Year

SPRING

ANIM 230	Intro to 3-D Computer Animation
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ANIM 250 Intro to Interactive Animation

ANIM Major Upper Division Requirements (27 semester hours)

Check course descriptions for prerequisites and sequence.

**Sophomore, Junior,
Senior Years (any
semester)**

ANIM UD Advanced Animation Requirements:
**must select any four (twelve semester hours)
from ANIM 300- or 400-level courses.*

ART 300 Figure Drawing Workshop
**must take six semester hours total dispersed
sophomore through senior years. Other courses
by permission of Chairperson.*

Senior Year FALL

ANIM 495 Senior Thesis Project/Pre-Production

Senior Year SPRING

ANIM 490 Animation Internship
ANIM 496 Senior Thesis Project/Production

Film and Television Arts and Enterprises

Courses offered in Film and Television Arts and Enterprises are designed to supplement the student's major program with studies that encompass all areas of entertainment arts and enterprises.

Film and Television Production**Faculty**

Chairperson: Charles Swanson

Professors: Glenn Gebhard, Art Nomura, Donald Zirpola

Associate Professors: Howard S. Lavick, Sylvia Morales, Vanessa Newell,
Rev. Luís Proença, Gregory Ruzzin, Charles Swanson

Assistant Professors: Mikael R. Kreuzriegler, Kennedy Wheatley

Objectives

The School of Film and Television's major in Film and Television 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 Film and Television 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. Begin-

ning with their work on a series of short and intermediate films, students forge the fundamental skills of visual storytelling. Each student's experience culminates with a final project in which advanced students write, cast, direct and edit their own thesis films.

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

Production Graduate Program

Graduate Director: Kennedy Wheatley

Chairperson: Charles Swanson

MFA Film and Television Production**M.F.A. in Film and Television Production Requirements**

Prerequisite Requirements	12 semester hours
Major Requirements	39 semester hours
Thesis Requirements	9 semester hours
Overall Total	60 semester hours

M.F.A. in Film and Television Production Guidelines

- Proper sequencing of major requirements is indicated by prerequisites of individual courses and as noted in the outline below. Please consult assigned academic advisor.
- Prerequisite courses (PROD 500, 565, 566 and SCWR 501) must be completed with a grade of B or better. Failure to do so may lead to disqualification from the program.
- 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. Only passing or failing grades will be assigned to work completed in PROD 650 and PROD 670. No "I" (Incomplete) or "IP" (In Progress) status will be assigned or accepted in lieu of a grade. If a failing grade of "D" or "F" should be assigned, the student is required to retake the course when offered or enroll in PROD 650 or PROD 670 as a tutorial.
- 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.
- Students must screen a master copy of the Thesis Project 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 at the end of the credits that reads: *This production was done in partial fulfillment of degree requirements at LOYOLA MARYMOUNT UNIVERSITY.*

First Year**Fall Semester**

PROD 500	Fundamentals of Production * <i>must earn B or better</i>
PROD 565	Cinematography * <i>must earn B or better</i>
PROD 566	Post-Production * <i>must earn B or better</i>
SCWR 501	Writing for Production * <i>must earn B or better</i>

Spring Semester

PROD 530	Intermediate Documentary Pre-Production
or	

SCWR 530	Intermediate Writing for Production
PROD 550	Intermediate Production <i>*must earn B or better</i>
PROD 668	Production Planning
RECA 500	Sound for Production

Second Year

Fall Semester

PROD 600	Advanced Production (six semester hours)
RECA 567	Seminar in Sound

Spring Semester

PROD 626	Pre-Production for Documentary Thesis
or	
SCWR 620	Writing for Narrative Production Thesis

Second or Third Year

Any semester

FTVS 513	Seminar in American Film
FTVS 514	Seminar in International Film
FTVS Elective	Film, Television, and Media Studies: <i>*Select one course (or three semester hours) from FTVS 500 or 600 level.</i>
PROD Electives	Advanced Production Techniques: <i>*Select three courses (or nine semester hours) from PROD 666, 669, 680, 685, or 690. If choosing PROD 685, three total semester hours are required. Other courses by permission of Chairperson only.</i>
FTVA 688	Internship Practicum (zero semester hours)

Third Year

Fall Semester

PROD 650	Thesis Project: Production
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Spring Semester

PROD 670	Thesis Project: Post-Production
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Film and Television Production Undergraduate Program

Film and Television Production Student Learning Outcomes

Upon completing the program, students majoring in Film and Television Production will know:

- The basic techniques of visual storytelling
- The processes of producing, directing, screenwriting, cinematography, editing, sound recording and design, and set design
- The current technologies involved in the creation of film and television production
- Strategies for future dissemination of their work

Upon completing the program, student majoring in Film and Television Production will value:

- A wide variety of cinematic forms of expression
- The importance of film and television history and theory
- Technically accomplished and aesthetically engaging productions

- The diversity and contributions of fellow students
- Collaboration and teamwork in the production process
- Individual expression through cinematic and other forms

Upon completing the program, student majoring in Film and Television Production will be able to:

- Clearly communicate story, theme, and concept in their works
- Apply learned techniques of film and television production to creative works of their own
- Give constructive feedback, and implement revision of their own creative work based on feedback received
- Balance creative and organizational skills
- Practice teamwork, while developing leadership skills
- Create and treat content in innovative and imaginative ways

Four-Year Planning Guidelines

- Normal course load is 15 semester hours or 5 courses per semester.
- University core should be selected based on distribution of various disciplines as well as interests and availability.
- Lower division major requirements should be completed by end of sophomore year.
- 45 semester hours of upper division coursework are required; these are comprised of upper division core requirements, upper division major requirements, and upper division electives taken.
- Proper sequencing of major requirements is indicated by prerequisites of individual courses and as suggested in the outline below. Please consult assigned academic advisor.
- PROD 200 and PROD 250 should be taken in opposite semesters sophomore year in either order.
- Acting, drawing, photography, computer graphics, additional film history, screenwriting, and business classes are among suggested electives for Film and Television Production majors.

PROD Major Lower Division Requirements (21 semester hours)

Freshman Year (any semester)

FTVS 200	Survey of Mass Media
FTVS 210	Art of the Cinema
or	
FTVS 212	Art of Television
PROD 180	Pre-Production

Sophomore Year (any semester)

PROD 200	Introduction to Film Production <i>*must earn B or better</i>
PROD 250	Introduction to TV Production <i>*must earn B or better</i>
RECA 250	Sound Design
SCWR 220	Beginning Screenwriting

PROD Major Upper Division Requirements (30 semester hours)

Check course descriptions for prerequisites and sequence.

Sophomore or Junior Year

PROD 365	Cinematography
PROD 366	Post-Production
PROD 379	Fundamentals of Directing

SCWR 327 or PROD 326	Writing for Production Documentary Pre-Production
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Junior Year

PROD 300 or PROD 350 RECA 367	Intermediate Narrative Film Production <i>*must be taken concurrently with RECA 367</i> Intermediate Documentary Production <i>*must be taken concurrently with RECA 367</i> Production Sound
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Junior or Senior Year

FTVS 313 or FTVS 314	History of American Film History of International Film
FTVS Elective	Film, Television, and Media Studies: <i>*Select one course (or three semester hours) from FTVS 300, 400, or 500 level.</i>
PROD UD	Advanced Production Techniques: <i>*Select one course (or three semester hours) from PROD 466, 469, 476, 479, and 480. Other courses by permission of Chairperson only.</i>

Senior Year

PROD 400 or PROD 450 or PROD 460	Advanced Narrative Film Production Advanced Documentary Production Directed Study in Production
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Film, Television, and Media Studies

Faculty

Interim Director: Richard P. Hadley
Professor: Lawrence Wenner (Von der Ahe Chair in Communications and Ethics)
Associate Professors: Susan Torrey Barber, Patrick J. Connolly, S.J., Richard P. Hadley, Jr., Susan Scheibler

Objectives

Film, Television, and Media Studies is an academic interdisciplinary program that provides students the opportunity to understand the many ways that filmmakers have used the media as a means of personal expression as well as a tool for understanding the world. Through their Film and TV courses, students gain the tools that allow them to critically examine the ways in which their own perceptions have been shaped and influenced by media texts. FTVS classes are academically rigorous, depending on analytic as well as critical tools that are informed by reading in media and cultural history. The program is an integral part of the School of Film and Television, providing the theoretical, historical, and cultural frameworks within which SFTV students apply their practical skills, whether they are directing, producing, filming, editing, writing, and/or recording sound for movies.

Film, Television, and Media Studies students gain an appreciation of the basic elements of film and/or television language and acquire the tools that will enable them to be more thoughtful consumers as well as producers of media texts. Through a careful study of film history, students will understand and appreciate the development of cinematic and television media within their historical and cultural contexts. Courses focusing on national cinemas open up and deepen their understanding of other cultures, national histories, and religious viewpoints. Courses that focus on ethical and political issues encourage students to think about the ways that media can be used to create a more just world. In all FTVS classes, students explore the many ways that media texts reflect, shape

and question cultural values, attitudes, and beliefs, including but not limited to representations of race, ethnicity, gender, sexuality, class, and nationality.

Film, Television, and Media Studies Student Learning Outcomes

Students minoring in Film, Television, and Media Studies will:

- Know and demonstrate an understanding of the narrative and stylistic elements of film or TV language
- Apply an understanding of film/TV language through a critical analysis of specific texts
- Know and demonstrate knowledge of film history, including key movements and important filmmakers
- Know and demonstrate understanding of at least one film/TV genre or auteur and one national cinema or international TV
- Value diverse approaches to film and TV production

FTVS Minor Requirements

The School of Film and Television offers a minor in Film, Television, and Media Studies to all LMU students.

The minor is 18 semester hours consisting of:

One Foundational course	FTVS 210 or 212
One History course	FTVS 313 or 314
One Genre/Authors course	FTVS 315, 412, FTVS 430-439, or 440-447
One National Film/International TV course	FTVS 420-429
Two (six semester hours) upper division elective courses	FTVS 300 and 400 level

Recording Arts

Faculty

Chairperson: Mladen Milicevic
Professors: Mladen Milicevic, Rodger Pardee
Associate 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 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.

Four-Year Planning Guidelines

- Normal course load is 15 semester hours or 5 courses per semester.
- University core should be selected based on distribution of various disciplines as well as interests and availability.
- Lower division major requirements should be completed by end of sophomore year.
- 45 semester hours of upper division coursework are required; these are comprised of upper division core requirements, upper division major requirements, and upper division electives taken.
- Proper sequencing of major requirements is indicated by prerequisites of individual courses and as suggested in the outline below. Please consult assigned academic advisor.

RECA Major Lower Division Requirements (24 semester hours)

Freshman Year (any semester)

FTVS 200	Survey of Mass Media
FTVS 210	Art of the Cinema
or	
FTVS 212	Art of Television

Freshman Year SPRING

RECA 220	Fundamentals of Sound <i>*must earn B or better</i>
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Freshman or Sophomore Year (any semester)

MUSC 104	Fundamentals of Music
MUSC 107	The Piano Experience <i>*may test out per RECA chair</i>
PROD 200	Introduction to Film Production

Sophomore Year FALL

RECA 250	Sound Design <i>*must earn B or better</i>
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Sophomore Year SPRING

RECA 258	Digital Sound Editing
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RECA Major Upper Division Requirements (24 semester hours)

Junior Year FALL

RECA 322	Recording Technology
RECA 353	Production Sound Techniques

Junior Year SPRING

RECA 358	Post-Production Sound
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RECA 361	Live and Studio Recording
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Junior or Senior Year (any semester)

SFTV UD	Advanced SFTV Elective: <i>*Must select one course (three semester hours) from ANIM, FTVA, FTVS, PROD, RECA, or SCWR; choosing 300, 400, or 500 level.</i>
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Senior Year FALL

RECA 461	Multi-Track Studio Recording
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Senior Year SPRING

RECA 464	Advanced Audio
RECA 470	Senior Recording Arts Project

Screenwriting

Faculty

Chairperson: Jeffrey Davis
 Professors: Marilyn Beker, Stephen V. Duncan
 Associate Professors: Jeffrey Davis, Mark Evan Schwartz, Beth Serlin

Screenwriting Graduate Programs

Graduate Director: Kennedy Wheatley
 Chairperson: Jeffrey Davis

Objective

The primary objective of both Feature Film Screenwriting (FFSW) and Writing and Producing for Television (WPTV) is to prepare students to work in the entertainment industry as screenwriters for both film and television. In the pursuit of this objective, students learn through practical application by creating works in various forms such as feature film screenplays and teleplays. In doing so, students create a portfolio of work that can be used to gain representation from professional management, attract the interest in their work and themselves as writers from all levels in the entertainment industry, and gain employment. Students applying for the MFA in Feature Film Screenwriting (FFSW) or Writing and Producing for Television (WPTV) are required to indicate the program of interest and submit appropriate writing samples with their application.

MFA Feature Film Screenwriting

The goal of the MFA program in Feature Film Screenwriting is to train students to write and work in long-form storytelling. Progressing from the core courses, the Feature Film Screenwriting student must complete a portfolio, which consists of three feature-length screenplays and develop a project adapted from another medium. Students can also take courses in television writing as electives. Proper sequencing of major requirements is indicated by prerequisites of individual courses and as noted in the outline below. Please consult assigned academic advisor.

M.F.A. in Feature Film Screenwriting Requirements

Prerequisite Requirements	9 semester hours
Major Requirements	36 semester hours
Thesis Requirements	6 semester hours
Overall Total	51 semester hours

First Year

Fall Semester

SCWR 510	Producing and Directing for Feature Film Screenwriters
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SCWR 540	<i>*must earn B or better</i> Elements of Feature Film Screenwriting
FTVS Elective	Film, Television, and Media Studies: <i>*Must select any one course (three semester hours) from FTVS 500 or 600 level.</i> <i>*must earn B or better</i>

Spring Semester

SCWR 541	Completing the Feature Screenplay
SCWR 635	Advanced Motion Picture Script Analysis
SCWR Elective	Writing: <i>*Must select any one course (three semester hours) from SCWR 500 or 600 level.</i>

Second Year**Fall Semester**

SCWR 640	Rewriting the Feature Screenplay
SCWR 650	Intermediate Screenwriting Project
SCWR Elective	Writing: <i>*Must select any one course (three semester hours) from SCWR 500 or 600 level.</i>

Spring Semester

SCWR 641	Feature Film Adaptation
SCWR 651 SCWR Elective	Rewriting the Intermediate Screenwriting Project Writing: <i>*Must select any one course (three semester hours) from SCWR 500 or 600 level.</i>

Third Year**Fall Semester**

SCWR 685	Entertainment Business Affairs
SCWR 690	Advanced Screenplay Project
SCWR 661 or SCWR 671	Writing the Drama Pilot Writing the Comedy Pilot

Spring Semester

SCWR 691	Rewriting Advanced Screenplay Project
SCWR 692	Feature Film Portfolio Workshop

MFA Writing and Producing for Television

The goal of the MFA program in Writing and Producing for Television is to train hyphenates—writer-producers—who will become the creative leaders of television programming. Progressing from the core courses, the television writing student must complete a portfolio, which consists of a one-hour "spec" teleplay, a half-hour "spec" teleplay, an original television pilot (one hour or half hour), and produce a presentation of the pilot. Proper sequencing of major requirements is indicated by prerequisites of individual courses and as noted in the outline below. Please consult assigned academic advisor.

M.F.A. in Writing and Producing for Television Requirements

Prerequisite Requirements	9 semester hours
Major Requirements	36 semester hours
Thesis Requirements	6 semester hours
Overall Total	51 semester hours

First Year**Fall Semester**

SCWR 511	Introduction to Television Producing <i>*must earn B or better</i>
SCWR 550	Elements of Television Writing <i>*must earn B or better</i>
FTVS 511	Television History <i>*must earn B or better</i>

Spring Semester

SCWR 660	Writing Episodic Drama
SCWR 670	Writing Episodic Comedy
SCWR Elective	Writing: <i>*Must select any one course (three semester hours) from SCWR 500 or 600 level.</i>

Second Year**Fall Semester**

SCWR 661	Writing the Drama Pilot
SCWR 671	Writing the Comedy Pilot
SCWR 689	Acting for Television

Spring Semester

SCWR 551	Seminar in Feature Writing
SCWR 611	Television Planning, Budgeting, and Scheduling
SCWR Elective	Writing: <i>*Must select any one course (three semester hours) from SCWR 500 or 600 level.</i>

Third Year**Fall Semester**

SCWR 680	Television Producing
SCWR 685	Entertainment Business Affairs
SCWR 675	Rewriting the Television Pilot: Comedy and Drama

Spring Semester

SCWR 681	Television Post-Production
SCWR 682	Television Portfolio Workshop

Screenwriting Undergraduate Program

SCWR Minor Requirements

The School of Film and Television offers a minor in Screenwriting to students majoring in the English Writing Emphasis.

The minor is 18 semester hours consisting of:

FTVS 210; SCWR 220, 320, and 321

Two elective courses (six semester hours) chosen from:

SCWR 325, 426, and 428. Other courses by permission of Chairperson.

Four-Year Planning Guidelines for Major

- Normal course load is 15 semester hours or 5 courses per semester.
- University core should be selected based on distribution of various disciplines as well as interests and availability.
- Lower division major requirements should be completed by end of sophomore year.
- 45 semester hours of upper division coursework are required; these are comprised of upper division core requirements, upper division major requirements, and upper division electives taken.
- Proper sequencing of major requirements is indicated by prerequisites of individual courses and as noted in the outline below. Please consult assigned academic advisor.

SCWR Major Lower Division Requirements (12 semester hours)

Freshman Year (any semester)

FTVS 200	Survey of Mass Media
FTVS 210	Art of Cinema
or	
FTVS 212	Art of Television

Sophomore Year (any semester)

PROD 200	Introduction to Film Production
or	
PROD 250	Introduction to TV Production
SCWR 220	Beginning Screenwriting <i>*must earn B or better</i>

SCWR Major Upper Division Requirements (27 semester hours)

Check course descriptions for prerequisites and sequence.

Junior Year FALL

SCWR 320	Intermediate Screenwriting
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Junior Year SPRING

SCWR 321	Rewriting the Feature
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Junior or Senior Year

SCWR 325	Writing the TV Situation Comedy
or	
SCWR 426	Writing One-Hour Episodic TV
SCWR 329	Directing for Screenwriters
SCWR 428	Adaptation: One Medium to Another

FTVS 313	History of American Film
or	
FTVS 314	History of International Film
FTVS Elective	Film, Television, and Media Studies: <i>*Select one course (or three semester hours) from FTVS 300, 400, or 500 level.</i>

Senior Year FALL

SCWR 420	Senior Writing Project
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Senior Year SPRING

SCWR 421	Rewriting the Senior Writing Project
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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

Secondary Teacher Preparation in Art

Art Education

B.A. Degree in Studio Arts with an Emphasis in Art Education

The Art Education Emphasis is designed to create reflective, informed, caring, and capable artists who are skilled in using interpersonal and creative tools for teaching careers in California schools at the secondary level (grades 6-12). Students interested in earning a State of California Single Subject Teaching Credential in Art must fulfill all the requirements for the major in Studio Arts (STAR) with an Emphasis in Art Education (ARTE) and the requirements for a minor in Secondary Education (SEED). With the help of their advisor, students can carefully design a schedule to complete the program during their four years at LMU. Students who seek graduation with an Art Education Emphasis and a teaching credential should ideally declare the Art Education Emphasis as a freshman.

The LMU Secondary Teacher Preparation Program in Art is approved by the California Commission on Teacher Credentialing. The Department of Art and Art History is a fully accredited member of the National Association of Schools of Art and Design.

Students should consult with the Director of Art Education, Professor Terry Lenihan (tlenihan@lmu.edu 310.338.4409) to sign up for the program and to discuss their course of study.

Please contact the School of Education at soeinfo@lmu.edu for information about all available Secondary Teacher Preparation Programs (STPP). All students interested in teaching Art 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. The advisor for STPP students regarding the School of Education is Terri Taylor (ttaylor@lmu.edu 310.338.7755).

The Center for Undergraduate Teacher Preparation (CUTP) is also available to assist students interested in teaching careers in both secondary and elementary education. Please contact Dr. Bernadette M. Musetti, Senior Director and Associate Professor of Liberal Studies (bmusetti@lmu.edu 310.338.4402). CUTP has a library of information and advice for teachers and also sponsors several informational programs every year. CUTP is located in UH 3404, 310.338.1748.

Major Requirements for a Major in Studio Arts (STAR) with an Emphasis in Art Education (ARTE)

Core Requirements

Consult with the Director of Art Education for Core recommendations. A student pursuing a teaching credential should take EHAP 198 "Becoming America" or any EHAP 198 course that fulfills the Constitution requirement.

Lower Division Requirements (24 semester hours)

24 semester hours of lower division courses: ART 153, 160, 255, 257, 260, 275; ARHS 200 and 201; and ART 154, 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)

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 316, 318, 320, 321, 420, 421, 425, 428 or any non-Western ARHS 498 course).

*Studio Arts Focus Requirement

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 Art Education.

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.

EDLC 400	Sociocultural Analysis of Education**
EDES 401	Educational Psychology for the Childhood and Adolescent Years**
EDCE 412	Fieldwork: Secondary Directed Teaching**
EDLC 414	Theories of Second Language Acquisition
EDLC 425	ELD Methods and SDAIE**
EDES 403	Reading and Content Learning in Middle and Secondary Schools**
EDSS 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 (EHAP 198 "Becoming America" or any EHAP 198 course that fulfills the Constitution requirement)
- 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

Fall Semester

ART 153	Drawing I	S.H.	3
ART 160	Two-Dimensional Design		3
ARHS 200	Art of the Western World I		3
FFYS 1000	First Year Seminar		3
_____	Elective		3
		15	

Spring Semester

ART _____	Studio Arts Focus LD (154, 278, 280, or 285)	S.H.	3
ART 275	Three Dimensional Design		3
_____	Rhetorical Arts		3
_____	Quantitative Reasoning		3
_____	Elective		3
		15	

Sophomore Year

Fall Semester

ART 257	Painting I	S.H.	3
ARHS 201	Art of the Western World II		3
_____	Theological Inquiry		3
_____	Philosophical Inquiry		3
_____	Elective		3
		15	

Spring Semester

ART 260	Computer Graphics I	S.H.	3
ART _____	Intermediate Studio Arts Focus - ARTUD		3
ART 255	Field Experience in Art		0
_____	Studies in American Diversity		3
_____	Elective		3
_____	Elective		3
		15	

Junior Year

Fall Semester

ART 355	Experiencing Art & Social Justice	S.H.	3
ART 396	Professional Practices in Graphic Design		3
ART 397	Professional Practices in Fine Arts	(3)	3
_____	Understanding Human Behavior		3
EHAP 198	Historical Analysis & Perspective: "Becoming America," or any other EHAP 198 that fulfills the Constitution requirement		3
_____	Elective		3
		15	

Spring Semester

ART _____	Art Elective UD	S.H.	3
ARHS 419	Contemporary Art History		3
_____	Nature of Science, Technology, & Mathematics		3
_____	Creative Experience		3
_____	Elective		3
		15	

Senior Year

Fall Semester

ART 455	Methods in Teaching Secondary Art	S.H.	3
ART _____	Advanced Studio Arts Focus - ARTUD		3
_____	Faith and Reason		3

_____	Ethics and Justice	3
_____	Elective	3

Spring Semester

ART 490	Senior Design Thesis*	S.H.	3
ART 497	Senior Thesis in Fine Arts	(3)	3
ARHS _____	Non-Western Art History (ARHS 320, 321, 420, 421, 425, 428, or any non-Western ARHS 498)		3
_____	Interdisciplinary Connections		3
_____	Elective		3
_____	Elective		3
		15	

*Students following the Art Education Emphasis with a Studio Arts Focus in Design must complete all prerequisites prior to enrolling in ART 490; see course description.

This schedule is typical. The sequence and choices of courses must be decided in consultation with the Director of Art Education.

It is recommended that each art education student consider declaring a minor. A semester of international study abroad is also recommended. Consult the Study Abroad Office.

Art Education Emphasis with State of California Secondary Teaching Credential and a Minor in Secondary Education (SEED) Model Four-Year Plan

Freshman Year

Fall Semester

ART 153	Drawing I	S.H.	3
ART 160	Two-Dimensional Design		3
ART 275	Three Dimensional Design		3
ARHS 200	Art of the Western World I		3
FFYS 1000	First Year Seminar		3
		15	

Spring Semester

ART _____	Studio Arts Focus LD (ART 154, 278, 280, or 285)	S.H.	3
ART 260	Computer Graphics I		3
ARHS 201	Art of the Western World I		3
_____	Rhetorical Arts		3
_____	Quantitative Reasoning		3
ART 255	Field Experience in ART		0
		15	

Sophomore Year

Fall Semester

ART 257	Painting I	S.H.	3
_____	Theological Inquiry		3
_____	Philosophical Inquiry		3
EDLC 400	Sociocultural Analysis of Education		3
EDES 401	Educational Psychology for the Childhood and Adolescent Years		3
		15	

Spring Semester

ART _____	Intermediate Studio Arts Focus - ARTUD	S.H.	3
ARHS _____	Non-Western Art History (ARHS 320, 321, 420, 421, 425, 428, or any non-Western ARHS 498)		3
_____	Studies in American Diversity		3
EDLC 414	Theories of Second Language Acquisition		3
EDSS 440	Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs		3

Junior Year**Fall Semester**

ART 355	Experiencing Art & Social Justice	S.H.	3
ART 396	Professional Practices in Graphic Design		3
	<i>or</i>		
ART 397	Professional Practices in Fine Arts	(3)	
_____	Understanding Human Behavior		3
EHAP 198	Historical Analysis and Perspective: "Becoming America" or any other EHAP 198 that fulfills the Constitution requirement		3
_____	Nature of Science, Technology, and Mathematics		3

15

Spring Semester

ART _____	Elective UD	S.H.	3
ARHS 419	Contemporary Art History		3
_____	Creative Experience		3
_____	Faith and Reason		3
EDES 403	Reading and Content Learning in Secondary Schools		3

15

Senior Year**Fall Semester**

ART 455	Methods in Teaching Secondary Art	S.H.	3
ART _____	Advanced Studio Arts Focus - ARTUD		3
_____	Ethics and Justice		3
_____	Interdisciplinary Connections		3
EDLC 425	ELD Methods and SDAIE		3

15

Spring Semester

ART 490	Senior Design Thesis*	S.H.	3
	<i>or</i>		
ART 497	Senior Thesis in Fine Arts	(3)	
EDCE 412	Secondary Directed Teaching		12

15

*Students following the Art Education Emphasis with a Studio Arts Focus in Design must complete all prerequisites prior to enrolling in ART 490; see course description.

This schedule is typical. The sequence and choices of courses must be decided in consultation with the Director of Art Education 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.

All students interested in art education are required to consult closely with the CFA Dean's office, the Director of Art Education, 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.

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).

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
	<i>or</i>
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
	<i>or</i>
ENGL 322	Studies in Shakespeare
ENGL _____	Pre-1800 Literature
ENGL _____	Post-1800 Literature
ENGL _____	Comp. or Cultural Lit
ENGL 346	Children's Literature (3 s.h. included in University Core to fulfill American Cultures requirement)
ENGL 375	StreetRead (preliminary field exp.)
	<i>or</i>
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 electives of extended study in one of the domains. **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 ENGL 346, Children's Literature (3 semester hours)
Includes ENGL 371 or 372, American Literature Survey (3 semester hours)
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**
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)

EDLC 400	Sociocultural Analysis of Educ.
EDES 401	Educ. Psych. for the Childhood and Adolescent Years
EDCE 412	Secondary Directed Teaching (9 semester hours)
EDLC 414	Theories of Second Lang. Acq.
EDLC 425	Methods in English Lang. Dev. and Specially Designed Acad. Instruction in English

EDES 428	Reading/Language Arts for Single Subject Teachers
EDSS 440	Intro. to the Culturally and Linguistically Diverse Student with Exceptional Needs
EDES 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 coursework in the Four Domains of Competence, including:

- 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 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.

1. Domain Course Listings:
2. Literature and Language Analysis
3. Language, Linguistics, Literacy
4. Composition and Rhetoric
5. Communications, Speech, Media, and Performance

Advising Assistance

A message from the School of Education: Please contact the School of Education at soeinfo@lmu.edu 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. The advisor for STPP students regarding the School of Education is Terri Taylor, ttaylor@lmu.edu, x87755.

The Center for Undergraduate Teacher Preparation (CUTP) is also available to assist students interested in teaching careers in both secondary and elementary education. Please contact Dr. Bernadette M. Musetti, Senior Director and Associate Professor of Liberal Studies, 310.338.4402, bmusetti@lmu.edu, UH 3407. CUTP has a library of information and advice for teachers and also sponsors several informational programs every year. CUTP is located in UH 3404, 310.338.1748.

Students interested in completing the coursework for the Secondary Teacher Preparation Program in 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 in the "Secondary Teacher Preparation Program in English" section of the University Bulletin under English Department.

Students should consult with the **Director/Advisor for the Secondary Teacher Preparation Program in English**, Dr. Linda Bannister (lbannist@lmu.edu), UH 3875, x82854 to sign up for the program and to discuss their course of study.

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

Fall Semester		S.H.
FFYS 1000	First Year Seminar	3
_____	University Core	3
MATH _____	102 or higher	3
_____	University Core	3
_____	Elective	3

		15
Spring Semester		S.H.
_____	University Core	3
HIST _____	152/162/172/182/192	3
THEA _____	110/120/121/251/451	3
_____	University Core	3
_____	Social Science LD Core	3

		15

Sophomore Year

Fall Semester		S.H.
ENGL 201	The Language of Poetry	3
ENGL 203	History of British Lit. I	3
EDLC 400	Sociocltl Analysis of Educ	3
EDES 401	Applied Educational Psych	3
_____	UniversityCore	3

		15
Spring Semester		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
EDLC 414	Theories of 2nd Lang. Acquisition	
EDSS 440	Educ of Cultrl/Ling. Diverse	3
_____	University Core	3

		15

Junior Year

Fall Semester		S.H.
ENGL 321	Shakespeare: Major Plays	3
	<i>or</i>	
ENGL 322	Studies in Shakespeare	(3)
ENGL 346	Children's Literature	3
ENGL 371	American Literature I	3
	<i>or</i>	
ENGL 372	American Literature II	(3)
ENGL _____	Pre-1800 Literature	3
EDLC 425	Eng Lang. Dev. Meth/SDAIE	3

Spring Semester		15
ENGL 375	StreetRead	S.H.
	or	3
ENGL 376	StreetWrite	(3)
ENGL 569	Linguistics	3
ENGL ____	Post-1800 Amer/Engl	3
ENGL ____	Comparative or Cultural Literature	3
EDES 486	Trends in Teaching English	3
____	University Core	3

Senior Year

Fall Semester		18
ENGL 565	Thry of Tchng Wrtg. and Lit	S.H.
ENGL 574	Rhetoric and Media	3
ENGL ____	UD (choose same Domain)	3
ENGL ____	UD (choose same Domain)	3
____	University Core	3

Spring Semester		15
EDCE 412	Secondary Directed Tchng	S.H.
EDES 428	Reading/Language Arts	9
		3

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.

Teacher Preparation Programs in Biology, Chemistry, and Mathematics

The Frank R. Seaver College of Science and Engineering 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 (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 Center for Undergraduate Teacher Preparation and 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 Bellarmine College of Liberal Arts part of the University 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 Center for Undergraduate Teacher Preparation and the School of Education to arrange a time to attend an Undergraduate Information Session.

Mathematics

Bachelor of Arts with Major in Mathematics

Secondary Teacher Preparation Program

This major is designed for students who are interested in pursuing a career in teaching mathematics at the secondary (i.e., middle or high school) level. With the help of her/his advisor, the student may design a schedule carefully so that s/he can complete the degree and 2042 California Preliminary Single Subject (Secondary) Teaching Credential during her/his four years at LMU.

Included in the program, students complete University and College core lower division. Additionally, students complete eight upper division math core. The required upper division math courses are: MATH 321, 331, 357, 360, 490, 493 or 497, 550, and one additional 3 semester hour upper division MATH elective (excluding MATH 301 or 302) chosen in consultation with her/his advisor.

In addition, the Bachelor of Arts requires students to complete EDES 488 and two three semester EDxx courses chosen from the list of requirements for the preliminary single subject secondary credential program. Those doing both the Bachelor of Arts and the credential will have to complete the other requirements for the credential program.

Four-Year Plan for Mathematics Major, Secondary Teacher Preparation Program, including the Preliminary Single Subject Credential

Freshman Year

Fall Semester:

- MATH 131 Calculus I (4 semester hours)
- MATH 190 Workshop in Math (2 semester hours)
- FFYS 1000 First Year Seminar (3 semester hours)
- University Core (PSYC 100+) (3 semester hours)
- University Core (3 semester hours)

Spring Semester:

- MATH 132 Calculus II (4 semester hours)
- MATH 191 Workshop in Math II (2 semester hours)
- Science Requirement—choose one of the following: PHYS 101 or 201 or CMSI 185 or 281 (3/4 semester hours)
- University Core (3 semester hours)
- University Core (3 semester hours)

Sophomore Year

Fall Semester:

- MATH 234 Calculus III (4 semester hours)
- MATH 248 Intro to Methods of Proof (3 semester hours)
- University Core (3 semester hours)
- HIST 162* Contemporary America (3 semester hours)
- University Core (3 semester hours)
- University Core (3 semester hours)

Spring Semester:

- EDLC 400 Education Requirement (3 semester hours)
- MATH 245 Ord Differential Equations (3 semester hours)
- MATH 250 Linear Algebra (3 semester hours)
- MATH 282 Elem Numerical Methods (3 semester hours)
- MATH 293** Field Experience (0 semester hours)
- EDES 401 Educational Psychology for the Childhood and Adolescent Years (3 semester hours)

Junior Year

Fall Semester:

- EDSS 440 Intro to the Culturally and Linguistically Diverse Student with Exceptional Needs (3 semester hours)
- MATH 321 Real Variables (3 semester hours)
- MATH 360 Intro to Probability and Statistics (3 semester hours)
- University Core (3 semester hours)
- EDLC 414 Theories of Second Language Acquisition (3 semester hours)
- EDCE 461 Teaching Performance Assessment (0 semester hours)

Spring Semester:

- MATH 331 Elements of Group Theory (3 semester hours)
- MATH 3xx Mathematics Upper Division Elective (excludes 301 or 302) (3 semester hours)
- MATH 490 History of Mathematics (3 semester hours)
- University Core (3 semester hours)
- EDLC 425 Methods in English Language Development and Specially Designed Academic Instruction in English (3 semester hours)

Senior Year

Fall Semester:

- EDES 488 Trends in Teaching Secondary Math (3 semester hours)
- EDCE 462 Teaching Performance Assessment 2 (0 semester hours)
- MATH 357 Complex Variables (3 semester hours)

- MATH 493 Seminar for Educators or 497 Thesis (3 semester hours)
- MATH 550 Geometry (3 semester hours)
- University Core (3 semester hours)

Spring Semester:

- EDES 8000 Health Education (1 semester hour)
- EDES 428 Reading/Language Arts for Single Subject Teachers (3 semester hours)
- EDCE 463 Teaching Performance Assessment 3 (0 semester hours)
- EDCE 412 Secondary Directed Teaching (9 semester hours)
- EDCE 464 Teaching Performance 4 (0 semester hours)

* 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 class is required for the student who wishes to get a secondary teaching credential.

*** For the student who is working on the teaching credential, these semester hours can be used for secondary directed teaching (EDCE 412).

This four-year plan serves only as a general model. Students should meet with their advisors at least once a semester to discuss progress in the program and plans for future semesters.

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 (27 semester hours)

World History

HIST 300	History of Global Encounters before 1500
HIST 301	History of Global Encounters after 1500
POLS 155	Comparative Foreign Govs

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 135	Contemp. American Politics
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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)

EDLC 400	Sociocultural Analysis of Educ.
EDES 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: 48 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 five upper division POLS courses, at least one course in three of these five groups: Political Thought, U.S. Politics, Comparative Politics, and International and World Politics.

20 s.h.

(POLS Majors)

History majors choose one HIST 500-level senior seminar. Political Science majors choose one POLS 500-level seminar.

3/4 s.h.

(HIST and POLS Majors)

Total:

HIST Majors: 24 semester hours

POLS Majors: 48 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)

EDES 401	Educ. Psych. for the Childhood and Adolescent Years
EDCE 412	Secondary Directed Teaching
EDLC 414	Theories of Second Lang. Acq.
EDLC 425	Methods in English Lang. Dev. and Specially Designed Acad. Instruction in English
EDES 428	Reading/Language Arts for Single Subject Teachers
EDSS 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 for POLS majors and 30 semester hours for HIST majors)

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: 138 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

Fall Semester		S.H.
FFYS 1000	First Year Seminar	3
HIST 161	Young America, 1607-1900	3
GEOG 100	Human Geography	3
	<i>or</i>	
POLS 135	American Politics	(3)
MATH 102	Quant. Skills for the Modern World	3
_____	University Core	3
		15

Spring Semester		S.H.
HIST 162	Contemporary America	3
GEOG 100	Human Geography	3
	<i>or</i>	
POLS 135	American Politics	(3)
_____	University Core	3
_____	University Core	3
_____	University Core	3
		15

Sophomore Year

Fall Semester		S.H.
HIST 300	Global Encounters b/f 1500	3
ECON 100	Economic Literacy	3
	<i>or</i>	
POLS 155	Comparative Politics	(3)
_____	University Core	3
_____	University Core	3
_____	University	3
		15

Spring Semester		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)
EDLC 400	Sociocultural Analysis Educ	3
_____	Elective	3
		15

Junior Year

Fall Semester		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
EDES 401	Applied Educational Psyc	3
	<i>or</i>	
EDLC 414	Thries 2nd Lang. Acquistn	(3)
_____	University Core	3
		15

Spring Semester		S.H.
HIST _____	HIST Upper Division	3
HIST _____	HIST Upper Division	3
EDES 401	Applied Educational Psyc	3
	<i>or</i>	
EDLC 414	Thries 2nd Lang. Acquistn	(3)
_____	University Core	3
_____	Elective	3
		15

Senior Year

Fall Semester		S.H.
HIST _____	HIST Upper Division	3
HIST _____	HIST Upper Division	3
HIST 5xx	HIST Senior Seminar	3
EDSS 440	Educ of Cultr/Ling. Diverse	3
EDES 485	Trends in Teaching Soc Stud	3
		18
Spring Semester		S.H.
EDCE 412	Secondary Dirctd Teaching	9
EDES 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 (138 Semester Hours)

Freshman Year		
Fall Semester		S.H.
POLS 135	American Politics	3
	<i>or</i>	
POLS 155	Comparative Politics	(3)
FFYS 1000	First Year Seminar	3
HIST 161	Young America, 1607-1900	3
MATH 102	Quant. Skills/Modern World	3
_____	University Core	3
		15
Spring Semester		S.H.
POLS 135	American Politics	3

	<i>or</i>		EDCE 412	Secondary Dir Teaching	9
POLS 155	Comparative Politics	(3)	EDES 428	Reading/Language Arts	3
HIST 162	Contemporary America	3			—
— —	University Core	3			12
— —	University Core	3			
— —	University Core	3			
		—			
		15			

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.

Sophomore Year

Fall Semester		S.H.
POLS 210	Empirical Approaches	3
HIST 300	Global Encounters b/f 1500	3
GEOG 100	Human Geography	3
— —	University Core	3
— —	University Core	3
		—
		15

Spring Semester		S.H.
POLS 220	Found. of Political Theory	3
ECON 100	Economic Literacy	3
EDLC 400	Sociocultrl Analysis of Educ	3
— —	University Core	3
HIST 301	Global Encntrs after 1500	3
		—
		15

Junior Year

Fall Semester		S.H.
POLS —	POLS Upper Division	4
EDES 401	Applied Educational Psyc	3
	<i>or</i>	
EDLC 414	Theories 2nd Lang. Acq	(3)
HIST —	152/172/182/192	3
— —	University Core	3
— —	University Core	3
		—
		16

Spring Semester		S.H.
POLS —	POLS Upper Division	4
POLS —	POLS Upper Division	4
EDES 401	Applied Educational Psyc	3
	<i>or</i>	
EDLC 414	Theories 2nd Lang. Acq	(3)
HIST 366	History of California	3
HIST —	HIST Upper Division	3
		—
		17

Senior Year

Fall Semester		S.H.
POLS —	POLS Upper Division	4
POLS —	POLS Upper Division	4
EDLC 425	EDL Methods/SDAIE	3
EDSS 440	Educ of Cultrl/Ling. Diverse	3
HIST —	HIST Upper Division	3
		—
		17

Spring Semester		S.H.
POLS 5xx	POLS Senior Seminar	4
EDES 485	Trends Tchng Soc Studies	3
HIST —	HIST Upper Division	3
HIST —	HIST Upper Division	3
HIST —	HIST Upper Division	3
		—
		16

Fifth Year

Fall Semester	S.H.
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AEROSPACE STUDIES

All University Colleges and Schools

Faculty

Alexis Bailey, Lanning Davis, Joe Gordon (Department Chairperson), Won In, Daniel Krunglevich

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, basic leadership traits, 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 second-semester freshmen and sophomores.

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.

Special Notes

Aerospace Studies are open to all students who wish to take these classes as electives, whether they are cadets or not. 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 \$300-500 per month, tax-free, during the final two years of AFROTC.

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. While most training takes place on the LMU campus, it includes exten-

sive 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.

FFYS 1000

First-Year Seminar

3 Semester Hours

The Core experience begins with a First Year Seminar (FYS) that introduces students to the spirit of academic excellence and intellectual rigor at LMU. Aimed at improving students' written and oral communication skills, the FYS invites students to engage critically and reflectively with scholarly discourse in a variety of formats: written, oral, and visual. The topic for each section of the FYS is chosen and developed by its instructor within one of seven broad themes including 1) Faith and Reason, 2) Ethics and Justice, 3) Virtue and Justice, 4) Culture, Art, and Society, 5) Power and Privilege, 6) Globalization, and 7) Science, Nature, and Society.

UNIVERSITY HONORS PROGRAM COURSES

HNRS 198

Special Studies

1-3 Semester Hours

HNRS 199

Independent Studies

1-3 Semester Hours

HNRS 215

Imago Dei

3 Semester Hours

A historical, literary, and social exploration of 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

A historical presentation of the major concepts, ideologies, and movements that 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 298

Special Studies

1-3 Semester Hours

HNRS 299

Independent Studies

1-3 Semester Hours

HNRS 330

Beyond Good and Evil

3 Semester Hours

An exploration 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

1-3 Semester Hours

These seminars, taught outside of the University Honors Program, give Honors students the opportunity to explore topics and questions along with upper division majors in a variety of disciplines. Students are encouraged to expand their horizons and study something outside of their field of specialty.

HNRS 399

Independent Studies

1-3 Semester Hours

HNRS 497

Honors Thesis

3 Semester Hours

The preparation, research and publication of the Honors Thesis. Required of any Honors student not pursuing a thesis/capstone/Senior project in their major.

HNRS 498

Special Studies

1-3 Semester Hours

HNRS 499

Independent Studies

0-3 Semester Hours

BELLARMINE COLLEGE OF LIBERAL ARTS COURSES

African American Studies

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 270

Gospel Choir

1 Semester Hour

Students participating in LMU Gospel Choir enroll in this course.

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 individual, the 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 the 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 why 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

1-4 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. Student 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.

Senior standing required.

AFAM 498**Special Studies***1-3 Semester Hours***AFAM 499****Independent Studies***1-3 Semester Hours***AFAM 598****Special Studies***1-3 Semester Hours***AFAM 599****Independent Studies***1-3 Semester Hours***Cross-listed Courses****AFAM 326****Economic Development of Minority Communities***3 Semester Hours*

(See ECON 374.)

AFAM 334**Race and Ethnic Relations***3 Semester Hours*

(See SOCL 334.)

AFAM 338**Civil Rights Movements***3 Semester Hours*

(See POLS 338.)

AFAM 339**Racial and Ethnic Politics***3 Semester Hours*

(See POLS 337.)

AFAM 365**Metropolitan Los Angeles***3 Semester Hours*

(See URBN 365.)

AFAM 390**African Kingdoms***3 Semester Hours*

(See HIST 390.)

AFAM 392**Colonial Africa: 1860-1960***3 Semester Hours*

(See HIST 392.)

AFAM 490**The Quest for the Nile's Source***3 Semester Hours*

(See HIST 490.)

AFAM 491**South Africa***3 Semester Hours*

(See HIST 491.)

AFAM 590**Seminar in African History***3 Semester Hours*

(See HIST 590.)

American Cultures Studies

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

3 Semester Hours

(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

3 Semester Hours

(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

3 Semester Hours

(See HIST 366.)

AMCS 367

History of Los Angeles

3 Semester Hours

(See HIST 367.)

AMCS 398

Special Studies

1-4 Semester Hours

Junior and Senior students only.

AMCS 399

Independent Studies

1-3 Semester Hours

Asian Pacific American Studies

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 Americans in the United States will also be discussed.

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 388

Imagining Asian Pacific America

3 Semester Hours

Using interdisciplinary approaches and cross-cultural perspectives, this class explores the ways in which certain Asian Americans and Pacific Islanders have been portrayed and, in turn, have portrayed themselves in the visual culture throughout historical time and place.

APAM 398

Special Studies

1-4 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 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 Vietnamese American community including economic integration, political mobilization, and community and family dynamics. In-depth study of 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 Islanders, especially Hawaii, and contemporary issues facing the Pacific Islander American communities, particularly in Southern California.

APAM 478

Asians in America: From the "Yellow Peril" to the "Model Minority"

3 Semester Hours

This class traces the many-faceted histories of Asian Americans and Pacific Islanders from cross-cultural and transnational perspectives, beginning with the earliest immigration to the present era.

APAM 498

Special 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 302

Egyptian Hieroglyphics

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 the research interest.

Prerequisite: Completion of all other APAM requirements.

A study of the Middle Egyptian language, its literature, and the hieroglyphic writing system.

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***1-4 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 Archaeology***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***Asian and Pacific Studies****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**

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 twice 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**1-3 Semester Hours***ASPA 302****Masterpieces of East Asian Literature***3 Semester Hours*

This course introduces canonical works in the literary traditions of China, Japan, and Korea, spanning from antiquity through the early 19th century. It explores various ways of interpreting masterworks through such lenses as philosophy, spirituality, religion, aesthetics, psychoanalysis, gender and sexuality, memory and identity. It also examines the socio-historical contexts that established these works' cultural significance, the commentaries and adaptations they generated, and the cultural interactions and reverberations within Asia and beyond.

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 focuses on contemporary economic and political issues in Asian countries such as China, India, and Japan. China surpassed Japan as the second largest economy in February 2011. India has also grown fast, and many in the West look to it as a counterweight to China, in politics as well as in economics. The first part of the course focuses on the recent growth and development of China. Topics include: the socialist era; market transition; growth and structural change; population growth; labor and human capital; rural and urban economies; similarities and contrasts between the rise of the U.S. and the rise of China; impact of China on the world economy and financial system. The second part of the course will compare China with India and Japan.

ASPA 306

Introduction to Asian Media

3 Semester Hours

An introductory course to the media and politics of the Asia-Pacific region. This survey seeks to connect leading aspects and themes of the history, politics, economics, and culture of specific leading countries to their media systems. Course materials include historical perspectives as well as contemporary journalism, including New Media technology developments and their impact on politics. Media systems will be analyzed and categorized in the social-science tradition.

ASPA 321

Arts of Asia: Zen

3 Semester Hours

(See ARHS 321.)

ASPA 385

Buddhism

3 Semester Hours

(See THST 385.)

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 Asian literary tradition will be examined.

ASPA 387

China's Women and One Child Family

3 Semester Hours

Course traces the development of Chinese female roles from the traditional to the modern periods. Footbinding, infanticides, and the three obediences gave way to Communism, which provided women freedom and recognition for their contribution. Is the One Child Policy a relief to women?

ASPA 388

Imperial China

3 Semester Hours

(See HIST 482.)

ASPA 389

Contemporary Chinese Cinema

3 Semester Hours

This course provides an introduction to contemporary Chinese cinema. It focuses not only on the "poetics of cinema" (cinematic language, styles, and aesthetics) but also the "politics of cinema" that emphasize contemporary Chinese cinema's engaging dialogue with Chinese history and its critical intervention into key socio-political issues facing post-Mao China. It concerns itself with such issues relating to history and memory, modernity, and nationhood; family, gender, and sexuality; urbanization, migration, and transnational formations; and Hong Kong and Taiwan identities.

ASPA 396

Hong Kong Cinema

3 Semester Hours

This course critically explores one of the world's most popular, dynamic, and innovative cinemas—Hong Kong cinema. Situating Hong Kong cinema in historical, artistic, and transnational contexts, this course examines major developments in Hong Kong cinema running from the war time cinema, the rise of martial arts movies and their influx into the United States, the international breakthrough of the "New Wave," Hong Kong filmmaking before and after the 1997 handover to China, to Hollywood remakes of Hong Kong films in recent years. The class will focus on issues relating to filmic nationalism, transnational film production and consumption; migration, identity, and community formation; nostalgia, memory, and post-colonialism; and family, gender, and sexuality.

ASPA 397

Popular Culture in East Asia

3 Semester Hours

This course will explore the role of popular culture in the social production of meaning and creation of identity. The site of study will be popular culture in East Asia (China, Japan, and Korea) and "East Asian" popular culture abroad. It aims to impart to students the theoretical and analytical tools necessary to conduct in-depth interdisciplinary research on the mechanisms, implications, and functions of popular culture. By exploring myriad forms of popular culture—popular literature, film, manga, television, music, posters, fashion, material culture, etc.—that span modern Asian history from the early 20th century to today, students will gain a critical understanding of culture, politics, and history of the East Asian region.

ASPA 398

Special Studies

1-4 Semester Hours

ASPA 399

Independent Studies

1-3 Semester Hours

ASPA 460

Women in Asia

3 Semester Hours

This course employs interdisciplinary methods to examine the problems and issues confronting women in Asia (primarily China, Japan, and Korea) from ancient times to the contemporary era. We will integrate the research methods of gender studies, history, literature, philosophy, media, and cultural studies, and investigate how Asian womanhood is constructed, institutionalized, appropriated, reinvented, and reinterpreted in different socio-historical discourses. We will interrogate the underlying mechanisms that tend to perpetuate Asian women's marginality and subordination. At the same time, we will pay particular attention to new perspectives on women's roles in current scholarship and look into

women's ongoing negotiation with their gender identity and their struggles for power and agency.

ASPA 482

Daoism: Theory and Practice

3 Semester Hours

An introduction to Daoism, its classical texts and its enduring practices. Special emphasis will be on the examinations of Daoist philosophical concepts and persistent issues that arise in the development of Daoist spiritual tradition. A central aim of the course is to understand the Chinese ways of thinking, values, and the way of life.

ASPA 483

Advanced Asian Media

3 Semester Hours

This is a sequel to ASPA 306, but the introductory course is not a prerequisite. This survey course of media systems in the Asia Pacific emphasizes compare-and-contrast methodology. An additional education tool is the University website, ASIA MEDIA (<http://www.lmu.edu/asiamedia>), where students discover the origins of the media presentations, develop rigorous analytic tools, and critique that epistemology. This course is sometimes taught in conjunction with an Internet-linked class at the United Arab Emirates University in Al Ain, UAE.

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.

Bioethics

BIOE 595

Survey Course in Bioethics

1 Semester Hour

The course surveys the major developments in bioethics and focuses on some of the most important ethical, legal, and medical issues associated with clinical decision-making. Lectures and group discussion of case studies are used to create a highly interactive learning environment.

CR/NC grading only.

BIOE 598

Special Studies

1-3 Semester Hours

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

Junior or senior standing required.

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 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.

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, 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 back-

grounds, the variety of understandings of health and illness (including pain) in different cultures, the different ways in which death is understood, and the differences in how medical technology is perceived as an intervention into one's life. Particular focus would be placed on how these differences influence moral judgment or sentiment regarding specific issues (i.e., specific issues may be used as examples). A section on how diversity in cultures relates to objectivity in ethics may also be included (i.e., how moral relativism is understood in a pluralistic society).

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

Catholic Studies

Area 1: Foundations

CATH 122

Theological Foundations of Catholicism

3 Semester Hours

(See THST 122.)

Area 2: Faith and Culture

CATH 310

Guadalupe: Queen of the Americas

3 Semester Hours

(See CHST 310.)

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.

Area 3: Creative Critical Arts

CATH 306

Medieval Art

3 Semester Hours

(See ARHS 306.)

CATH 409

Italian Renaissance Art

3 Semester Hours

(See ARHS 410.)

CATH 413

Baroque Art

3 Semester Hours

(See ARHS 413.)

Area 4: Additional Courses

A. Theological Studies

CATH 120

Roots of Catholic Christianity

3 Semester Hours

(See THST 120.)

CATH 305

The Four Gospels

3 Semester Hours

(See THST 305.)

1-3 Semester Hours

CATH 320

History of Christianity I

3 Semester Hours

(See THST 320.)

CATH 321

History of Christianity II

3 Semester Hours

(See THST 321.)

CATH 340

Word, Water, and Wine

3 Semester Hours

(See THST 340.)

CATH 345

Catholic Church Today and Tomorrow

3 Semester Hours

(See THST 345.)

CATH 350

Foundations of Christian Spirituality

3 Semester Hours

(See THST 350.)

CATH 363

Christian Marriage and Sexuality

3 Semester Hours

(See THST 363.)

CATH 368

Bioethics: A Theological Introduction

3 Semester Hours

(See THST 368.)

CATH 391

Meeting Christ in Faith and Art

3 Semester Hours

(See THST 390.)

CATH 425

Medieval Theology

3 Semester Hours

(See THST 425.)

CATH 430

Christology

3 Semester Hours

(See THST 430.)

CATH 435**Eucharistic Theology***3 Semester Hours*

(See THST 435.)

CATH 452**Ignatian Spirituality***3 Semester Hours*

(See THST 451.)

B. Philosophy**CATH 326****Ethics of Love and Marriage***3 Semester Hours*

(See PHIL 326.)

CATH 366**Philosophy of Religion***3 Semester Hours*

(See PHIL 366.)

CATH 383**Medieval Philosophy***3 Semester Hours*

(See PHIL 383.)

CATH 423**Phenomenology***3 Semester Hours*

(See PHIL 423.)

CATH 451**Major Thinkers***3 Semester Hours*

(See PHIL 451.)

C. History**CATH 410****History of the Byzantine Empire***3 Semester Hours*

(See HIST 410.)

CATH 412**The Transformations of Medieval Europe***3 Semester Hours*

(See HIST 412.)

CATH 418**From Viking to Crusader***3 Semester Hours*

(See HIST 418.)

CATH 422**Age of the Reformation***3 Semester Hours*

(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***1-4 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.

Chinese

CHIN 101

Elementary Chinese I

3 Semester Hours

This course is designed for students who have little or no knowledge of Mandarin Chinese. Students will be introduced to fundamentals of the language and will develop communicative skills and learn to read and write in spoken style.

This course requires participation in a weekly one-hour integrated drill session.

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 Mandarin Chinese. The four aspects of language skills—listening, speaking, reading, and writing in spoken style Chinese—are equally emphasized.

This course requires participation in a weekly one-hour integrated drill session.

Spring semester only.

Prerequisite: CHIN 101 or by LMU Placement Exam.

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 Mandarin Chinese studied in CHIN 101 and 102. Students will continue to develop the four aspects of their language skills: listening, speaking, reading, and writing. Students are expected to write short paragraphs and conduct oral presentations.

This course requires participation in a weekly one-hour integrated drill session.

Fall semester only.

Prerequisite: CHIN 102 or by LMU Placement Exam.

CHIN 204

Intermediate Chinese II

3 Semester Hours

This course is a continuation of CHIN 203. 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. The basic written style will also be introduced.

This course requires participation in a weekly one-hour integrated drill session.

Spring semester only.

Prerequisite: CHIN 203 or by LMU Placement Exam.

CHIN 298

Special Studies

1-3 Semester Hours

CHIN 299

Independent Studies

1-3 Semester Hours

CHIN 305

Advanced Chinese I

3 Semester Hours

This course will help students continue to develop their four skills of listening, speaking, reading, and writing. Many of the grammatical constructions introduced in first and second year Chinese will be repeated in this course with increasing sophistication in terms of style and usage. Students are required to comprehend and produce paragraph-level Chinese. Rigorous practice of spoken and written style Chinese in complex communicative activities will be conducted. Students will also do intensive reading of expository writings on a variety of cultural topics.

Prerequisite: CHIN 204 or by LMU Placement Exam.

CHIN 306

Advanced Chinese II

3 Semester Hours

This course is designed to help students further solidify their language and literacy skills; moreover, this course helps students improve their understanding of today's China. It seeks to enable students to give formal reports, give factual accounts, read materials, write essays, reports, and all types of correspondence in written style Chinese.

Prerequisite: CHIN 305 or by LMU Placement Exam.

CHIN 333

Topics in Contemporary Chinese Society

3 Semester Hours

This course intends to help students develop knowledge and perspectives about contemporary Chinese society. Students will be exposed to different aspects of Chinese culture and their relationship with the Chinese language in the process of China's social and cultural transformation. This class will be taught in both Chinese and English.

Prerequisite: CHIN 306 or consent of instructor.

CHIN 398

Special Studies

1-4 Semester Hours

CHIN 399

Independent Studies

1-3 Semester Hours

CHIN 408

Modern China through Film

3 Semester Hours

By introducing well-known films produced in the twentieth century by filmmakers from Mainland China, Taiwan, and Hong Kong, this seminar explores the immense panorama of contemporary Chinese society from different perspectives. Key issues include gender, identity, youth, family, education, and modernity. The class will be taught in Chinese entirely.

Prerequisite: CHIN 306 or consent of instructor.

CHIN 498

Special Studies

Chicana/o Studies

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 cross-cultural 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 genre, 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 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.

1-3 Semester Hours

CHIN 499

Independent Studies

1-3 Semester Hours

CHST 308

Contemporary Urban Issues

3 Semester Hours

Using service learning in Los Angeles, the course helps students understand how the lives of Chicanas/os and Latinas/os 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

(See ENGL 350.)

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.

CHST 350

Immigration and Los Angeles

3 Semester Hours

(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 367

History of Los Angeles

3 Semester Hours

(See HIST 367.)

CHST 398

Special Studies

1-4 Semester Hours

CHST 399

Independent Studies

1-3 Semester Hours

CHST 404

Latina Feminist Traditions

3 Semester Hours

Focuses on current writings by Chicana feminists and connects this material to African American and Asian 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 Consciousness

3 Semester Hours

(See ENGL 353.)

CHST 407

Mexican Presence in Los Angeles Art since 1945

3 Semester Hours

A historical and social investigation of Chicana/o art and the politics of identity. The course includes options for curating a virtual art gallery, field trips, and other assignments.

CHST 435

The Politics of California

1-3 Semester Hours

(See POLS 435.)

CHST 436

The Politics of Los Angeles

3 Semester Hours

(See POLS 436.)

Classic Civilizations

Classic Civilizations courses require no knowledge of the Latin or Greek languages:

CLCV 200

Classical Epic in Translation

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.

CHST 437

Chicana/o Politics

3 Semester Hours

(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 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

CHST 500

Capstone Seminar

3 Semester Hours

A senior seminar required of majors and minors. Students conduct original, independent research and present the work before an audience.

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

1-4 Semester Hours

CLCV 399

Independent Studies

1-3 Semester Hours

CLCV 415

Special Topics in Classical Civilization

3 Semester Hours

This course may be repeated for credit.

CLCV 451

Classical Mythology

Economics

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.

3 Semester Hours

Study of the basic myths and myth patterns of the Greeks and Romans and their mythological heritage in Western literature.

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

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 467

Greece: Past to Present

3 Semester Hours

An interdisciplinary study of Greek ethnicity, and the legacy of Greek culture for the ancient and modern Greeks in the homeland and the diaspora, as well as for the ancient Romans and modern Europeans.

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.

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 620 on the Mathematics section of the SAT, or of 31 on the Mathematics section of the ACT, or of 30 on the LMU Mathematics Placement 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 198

Special Studies

1-3 Semester Hours

ECON 199

Independent Studies

1-3 Semester Hours

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 298

Special Studies

1-3 Semester Hours

ECON 299

Independent Studies

1-3 Semester Hours

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: A grade of at least B- in ECON 105 or 110, and a grade of at least B- in MATH 112 or of at least C in MATH 131 or 132.

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: A grade of at least B- in ECON 105 or 110, and a grade of at least B- in MATH 112 or of at least C in MATH 131 or 132.

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) and 230.

ECON 334

Forecasting Methods

3 Semester Hours

Analysis of a wide range of forecasting methods, including regression, smoothing, and arima models.

Prerequisites: ECON 110 and 120 (or 105) and 230.

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 398**Special Studies***1-4 Semester Hours***ECON 399****Independent Studies***1-3 Semester Hours***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 452**Political Economy***3 Semester Hours*

The elections, institutions, and actors that determine important policy outcomes. The inefficient outcomes arise and the lessons that can be learned from those failures of voters and institutions. Half the class will focus on the United States, and the other half will consider these issues in a comparative perspective.

Prerequisite: A grade of C (2.0) or higher in ECON 310 or consent of instructor; ECON 410 recommended.

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 458**Health Economics***3 Semester Hours*

Access to quality health care remains an important public health problem for a significant part of the population. This course examines the theoretical and empirical analyses of major topics in health care economics, such as the production of health, demand for medical care and health insurance, the physician-firm, the hospital market, and government provided health care.

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.

Prerequisite: Registered to complete 100 hours or more by the end of the semester in which it is taken.

ECON 498

Special Studies

1-3 Semester Hours

ECON 499

Independent Studies

1-3 Semester Hours

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,

English

ENGL 100

English for Academic Purposes

3 Semester Hours

A course designed to give students essential skills in writing and reading English.

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 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.

ENGL 140

Introduction to Fiction

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).

ECON 598

Special Studies

1-3 Semester Hours

ECON 599

Independent Studies

1-3 Semester Hours

3 Semester Hours

An introduction to significant works in the novel and short story; critical essays based on the reading.

ENGL 150

Introduction to Drama

3 Semester Hours

An introduction to significant works of dramatic literature; critical essays based on the reading.

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.

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

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

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 206

Language of Journalism

3 Semester Hours

A course in journalistic fundamentals and an introduction to reading, analyzing, and writing news across platforms.

ENGL 298

Special Studies

1-3 Semester Hours

ENGL 299

Independent Studies

1-3 Semester Hours

ENGL 301

Writing for Journalism: 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 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." It is a course that 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 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 to 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**Images of Women in Nineteenth-Century England***3 Semester Hours*

Study of how the women's rights movement influenced images of women in 19th-century English literature.

Fulfills post-1800 and comparative literature requirements.

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***3 Semester Hours*

(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 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 Consciousness***3 Semester Hours*

Surveys through literary analysis and critical theory a Chicana/o form of awareness, 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.

Open to English majors and minors who are juniors or seniors.

Prerequisites: ENGL 201 and either 200 or 202.

ENGL 374

RoadWrite

3 Semester Hours

This multi-genre writing course explores the literature of Los Angeles and California. Involves field trips. Lab fee.

Open to English majors and minors who are juniors or seniors.

Prerequisites: ENGL 201 and either 200 or 202.

ENGL 375

StreetRead

3 Semester Hours

Students will respond critically to literature in the classroom and run reading groups in the community.

Open to English majors and minors who are juniors or seniors.

Prerequisites: ENGL 201 and either 200 or 202.

ENGL 376

StreetWrite

3 Semester Hours

Student writers will workshop their own writing and run field workshops in the community.

Open to English majors and minors who are juniors or seniors.

Prerequisites: ENGL 201 and either 200 or 202.

ENGL 381

Journalism and New Media

3 Semester Hours

This course will look at the emergent forms of new media by examining websites, blogs, and podcasts and reading the works of media thinkers. Students will use various digital tools, such as podcasts, Flip cameras, slideshows, etc., in their weekly blog postings and papers/presentations.

Fulfills writing requirement.

Junior or senior standing required.

ENGL 398

Special Studies

1-4 Semester Hours

Junior or senior standing required.

ENGL 399

Independent Studies

1-3 Semester Hours

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 or minor 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 Journalism Certificate Program.

Junior or senior standing required.

ENGL 403

Non-Fiction Workshop

3 Semester Hours

A writer's workshop with practice in analyzing and creating non-fiction prose.

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 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. Topics may include art, books, film, music, theatre, TV, or video games.

Class may involve field trips to theatre, film, or other performances or exhibits.

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

Fiction Writing Workshop: Narrative and Style

3 Semester Hours

Exercises, experiments, and creative construction in classic narrative fiction styles.

Junior or senior standing required.

Prerequisite: ENGL 202.

ENGL 412

Poetry Writing Workshop: Imagination

3 Semester Hours

Writing poetry with an emphasis on image and the lyric imagination.

Junior or senior standing required.

Prerequisite: ENGL 201.

ENGL 413

Play Writing Workshop: One-Acts

3 Semester Hours

Writing monologues, ten-minute, and one-act scripts for the stage.

Junior or senior standing required.

Prerequisite: ENGL 200.

ENGL 421

Fiction Writing Workshop: Dialogue and Scene

3 Semester Hours

Exercises in literary dialogue, scene setting, and scene execution.

Junior or senior required.

Prerequisite: ENGL 202.

ENGL 422

Poetry Writing Workshop: Forms

3 Semester Hours

Writing poetry in traditional and non-traditional forms.

Junior or senior standing required.

Prerequisite: ENGL 201.

ENGL 424

Play Writing Workshop: Full-Lengths

3 Semester Hours

Writing full-length scripts for the stage.

Junior or senior standing required.

Prerequisite: ENGL 200.

ENGL 431

Fiction Writing Workshop: The Components of the Short Story

3 Semester Hours

Exercises and experiments in putting together the parts of a short story.

Junior or senior standing required.

Prerequisite: ENGL 202.

ENGL 432

Poetry Writing Workshop: Voice

3 Semester Hours

Writing poetry persona poems and/or dramatic monologues.

Junior or senior standing required.

Prerequisite: ENGL 201.

ENGL 433

Play Writing Workshop: Adaptation

3 Semester Hours

Adapting fiction, non-fiction, and other genres for the stage.

Junior or senior standing required.

ENGL 460

Hard News to Blogs: Post-1800 Journalism

3 Semester Hours

A study of diverse journalism from 1800 to the present, emphasizing how their work reflects the concerns of their age and their contributions to the tradition of journalism that continues today. Students will develop their own journalistic writing in response to this tradition.

Fulfills writing requirement.

Junior or senior standing required.

ENGL 463

The Art of the Essay

3 Semester Hours

A study of the form of the essay, with emphasis on the historical tradition of essay writing. Students will develop their own essays in response to this tradition.

Junior or senior standing required.

ENGL 467

Time in 20th/21st Century Fiction and Film

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.

Prerequisite: ENGL 469.

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 530

Studies in Romanticism

3 Semester Hours

Explore the key works, concepts, genres, and writers associated with Romanticism.

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.

ENGL 532

The Nineteenth-Century English Novel

3 Semester Hours

The development of the English novel from Austen to Hardy.

This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

Fulfills post-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 533

Victorian Literature

3 Semester Hours

Explores the key works, concepts, genres, and writers associated with Victorianism.

This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

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 Literature: 1950 to the Present

3 Semester Hours

A study of British novels, short fiction, and poems 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 survey 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 548

Irish Women Writers

3 Semester Hours

This course will examine women's issues in Ireland from 1800 to the present, from the perspective of Irish women novelists, playwrights, and poets.

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 549

The Dark Stuff: Horror in Irish Literature

3 Semester Hours

The Dark Stuff will explore the rich traditions of the Gothic and the literary ghost story in Irish literature.

Fulfills post-1800 or comparative/cultural literatures requirement.

Junior, senior, or graduate standing required.

ENGL 551

Early American Literature and Ideas

3 Semester Hours

A survey of representative fiction, poetry, and essays from the colonial, revolutionary, and early national periods.

Fulfills pre-1800 requirement.

Junior, senior, or graduate standing required.

ENGL 552

American Renaissance

3 Semester Hours

The study of American Transcendentalists and other writers from the American Renaissance period of the 19th century.

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.

Prerequisite: One 400-level creative writing course in the appropriate genre.

ENGL 565**Theory of Teaching Writing and Literature***3 Semester Hours*

A course for current and future teachers of composition 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 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.

Prerequisites: ENGL 411, 421, or 431.

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 literature and criticism through the comparative study of stage plays, teleplays, films, and other performance texts.

Fulfills comparative/cultural literature 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*

Prolegomena to Graduate Studies in English (must be completed in the first semester).

ENGL 601**Seminar in a Literary Period***3 Semester Hours*

Intensive study of a formative era in the history of English Literatures.

ENGL 602**Seminar in a Genre***3 Semester Hours*

Exploration of one of the types or categories into which literary works are conventionally grouped.

ENGL 603**Seminar in a Major Writer***3 Semester Hours*

Intensive study of an influential writer.

ENGL 604**Seminar in Literary Theory***3 Semester Hours*

Exploration of theoretical approaches to literature and its production.

ENGL 605**Contemporary Critical Theory***3 Semester Hours*

Exploration of theoretical approaches to art, thought, and culture (must be completed in the first year).

ENGL 606**Seminar in Rhetoric***3 Semester Hours*

Intensive study of the arts of persuasion.

ENGL 607**Seminar in Composition Theory***3 Semester Hours*

Exploration of theoretical approaches to the disciplines of Rhetoric and Composition.

European Studies**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.

Repeatable up to four times, as long as each is in a different language (FREN, GRMN, ITAL, SPAN).

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.

Repeatable up to four times, as long as each is in a different language (FREN, GRMN, ITAL, SPAN).

ENGL 610**Seminar in Creative Writing***3 Semester Hours*

Intensive practicum in Creative Writing.

ENGL 691**Comprehensive Examination (M.A.)***0 Semester Hours*

Required of all graduate students: see M.A. Program description, and consult Department website for updated information.

ENGL 693**Comprehensive Exam (M.A.T.)***0 Semester Hours*

As ENGL 691, but to be registered for by students undertaking joint studies through the School of Education.

ENGL 697**Creative Writing Thesis***3 Semester Hours*

An extended creative work supervised by one of the Department's Professors of Creative Writing; students must obtain the approval of a prospective supervisor before undertaking the course.

ENGL 698**Special Studies***1-3 Semester Hours***ENGL 699****Independent Studies***1-3 Semester Hours***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.

Repeatable up to four times, as long as each is in a different language (FREN, GRMN, ITAL, SPAN).

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.

Repeatable up to four times, as long as each is in a different language (FREN, GRMN, ITAL, SPAN).

EURO 298

Special Studies

1-3 Semester Hours

EURO 299

Independent Studies

1-3 Semester Hours

EURO 371

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

1-4 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

3 Semester Hours

(See FTVS 314.)

EURO 322

Greek Orthodox Tradition

3 Semester Hours

(See THST 322.)

EURO 324

Art and Architecture of Ancient Greece

3 Semester Hours

(See CLCV 304.)

EURO 325

Art and Architecture of Ancient Rome

3 Semester Hours

(See CLCV 306.)

EURO 339

History of Christianity I

3 Semester Hours

(See THST 320.)

EURO 340

History of Christianity II

3 Semester Hours

(See THST 321.)

EURO 352

Orthodox Christian Spirituality

3 Semester Hours
(See THST 352.)

EURO 382

Ancient Philosophy

3 Semester Hours
(See PHIL 381.)

EURO 383

Medieval Philosophy

3 Semester Hours
(See PHIL 383.)

EURO 385

Modern Philosophy I

Environmental Studies

EVST 100

Introduction to Environmental Studies

3 Semester Hours

The course is an overview of issues in environmental studies from the perspective of the humanities and social sciences. Topics may include philosophical, theological, historical, economic, and/or political analyses of environmental issues.

EVST 198

Special Studies

1-3 Semester Hours

EVST 199

Independent Studies

1-3 Semester Hours

EVST 298

Special Studies

1-3 Semester Hours

EVST 299

Independent Studies

1-3 Semester Hours

Filipino

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, MA and the object focus verb -IN as well as the different sets of pronouns and their proper use: nominative, dative, and genitive.

3 Semester Hours

(See PHIL 385.)

EURO 387

Modern Philosophy II

3 Semester Hours
(See PHIL 387.)

EURO 432

Classical Mythology

3 Semester Hours
(See CLCV 451.)

EURO 451

Major Thinkers

3 Semester Hours
(See PHIL 451.)

EVST 398

Special Studies

1-4 Semester Hours

EVST 399

Independent Studies

1-3 Semester Hours

EVST 401

Environmental Studies Capstone Seminar

3 Semester Hours

A capstone seminar in which student groups will bring to bear the multi-disciplinary and interdisciplinary perspectives they have developed in the minor by analyzing a local Environmental Impact Report (EIR).

Consent of Director required.

EVST 498

Special Studies

1-3 Semester Hours

EVST 499

Independent Studies

1-3 Semester Hours

FLPN 102

Elementary Filipino II

3 Semester Hours

This course is a continuation of Elementary Filipino I. The course will also cover the Object Focus Verbs -IN, I-, -AN, and 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.

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 the 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.

Foreign Literature in English Translation**FNLT 180****World Literature***3 Semester Hours*

A study of selected texts from international literature.

FNLT 198**Special Studies***1-3 Semester Hours***FNLT 199****Independent Studies***1-3 Semester Hours***FNLT 298****Special Studies***1-3 Semester Hours***FNLT 299****Independent Studies***1-3 Semester Hours***FNLT 341****Introduction to Modern Greek Literature***3 Semester Hours*

(See MDGK 341.)

French/Francophone Studies**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

FLPN 204**Intermediate Filipino II***3 Semester Hours*

This course is a continuation of Intermediate Filipino I. 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.

FNLT 398**Special Studies***1-4 Semester Hours***FNLT 399****Independent Studies***1-3 Semester Hours***FNLT 480****Comparative Cultures***3 Semester Hours*

Interdisciplinary and comparative approaches in the study of cultures. Students study the process through which different nations or communities understand and express their cultural identities and diversities. They examine the ways in which cultural identities become politically dominant at different historical moments, and how, more generally, cultures contaminate and influence each other.

Junior or senior standing required.

FNLT 498**Special Studies***1-3 Semester Hours***FNLT 499****Independent Studies***1-3 Semester Hours*

and conditional modes, adjectives, pronouns, adverbs, and many idiomatic vocabulary and verbal expressions.

Prerequisite: FREN 101 or by LMU Placement Exam.

FREN 198**Special Studies***1-3 Semester Hours***FREN 199****Independent Studies***1-3 Semester Hours***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 by 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 203, or by LMU Placement Exam, 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, 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

1-4 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 other than FREN 301, 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.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 300-level course other than FREN 301, 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 other than FREN 301, 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 other than FREN 301, or by consent of instructor.

FREN 498

Special Studies

1-3 Semester Hours

Geography

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 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

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.

GREK 101

Elementary Greek I

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).

Consent of instructor required.

Credit/No Credit grading.

Seniors only.

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

3 Semester Hours

(See URBN 365.)

GEOG 398

Special Studies

1-4 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

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 Herodotus, 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

1-4 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 GREK 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

German

All courses are taught in German unless otherwise indicated.

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 past tense, relative clauses, adjective endings, and subjunctive and passive voice.

Prerequisite: GRMN 101 or by LMU Placement Exam.

GRMN 198

Special Studies

1-3 Semester Hours

GRMN 199

Independent Studies

1-3 Semester Hours

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 by LMU Placement Exam.

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 stronger 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 by LMU Placement Exam.

GRMN 211

Intermediate Conversational German

1-3 Semester Hours

A course designed to promote oral and aural proficiency and practical competence in intermediate German.

Prerequisite: GRMN 203 or concurrent enrollment or by LMU Placement Exam.

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 by LMU Placement Exam.

GRMN 302

Business German

3 Semester Hours

An advanced German course introducing the specialized language of everyday business dealings.

Prerequisite: GRMN 204 or by LMU Placement Exam.

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 by LMU Placement Exam.

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 by LMU Placement Exam.

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 by LMU Placement Exam.

GRMN 398

Special Studies

1-4 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 by LMU Placement Exam.

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 by LMU Placement Exam.

History

Lower Division Courses

HIST 198

Special Studies

1-3 Semester Hours

HIST 199

Independent Studies

1-3 Semester Hours

HIST 298

Special Studies

1-3 Semester Hours

HIST 299

Independent Studies

1-3 Semester Hours

Upper Division Courses

Historical Method

HIST 310

History and Historians

3 Semester Hours

An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical meth-

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 by LMU Placement Exam.

GRMN 437

Internship Portfolio

3 Semester Hours

In conjunction with MGMT 4672 (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 by LMU Placement Exam.

GRMN 498

Special Studies

1-3 Semester Hours

GRMN 499

Independent Studies

1-3 Semester Hours

ods. Organized around the study of a particular historical issue or episode, this is an intensive course on how historians approach problems.

Area 1: Europe

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 326

Europe in the Long Nineteenth Century

3 Semester Hours

A study of the political, social, economic, intellectual, and cultural developments in Europe during the "long nineteenth century," from the French Revolution to the Great War.

HIST 327

Twentieth-Century Europe

3 Semester Hours

A study of the political, social, economic, intellectual, and cultural developments in Europe from the Great War through the end of the twentieth century.

HIST 328

Twentieth-Century Eastern Europe

3 Semester Hours

A study of the political, social, economic, and cultural developments in the states between Germany and Russia from the collapse of the Habsburg, German, and Ottoman Empires after World War I to the Balkan Wars at the end of the twentieth century.

HIST 335**Gender in European History***3 Semester Hours*

A study of European history using gender as the primary category of analysis. The course examines how ideas about gender, the roles that men and women play in society, and notions about femininity and masculinity have structured European societies and the effects of that gendering.

HIST 405**Ancient Greece***3 Semester Hours*

Explores the origins of the Greeks from Homeric times to the death of Philip of Macedon. Topics include the developments of political forms, including democracy, and most notably, drama and philosophy against the background of war and conflict.

HIST 406**Alexander and the Hellenistic World***3 Semester Hours*

Examines the career and impact of Alexander the Great, particularly as seen in the expansion of Greek culture across the Mediterranean world and to the East as far as India. Topics include the hellenization of non-Greeks, Jews, and Romans in particular, and the further development of philosophy and learning.

HIST 407**Ancient Rome***3 Semester Hours*

Studies the origins of the city of Rome with the Etruscans and its transformation into that of Romans, and how the Romans expanded through Italy and conquered the Mediterranean world, ca. 800 BC-AD 44. Topics include the issue of Romanization, political development, the idea of empire, and the assimilation of Greek culture.

HIST 408**Imperial Rome***3 Semester Hours*

Explores the world of Imperial Rome from Britain to Mesopotamia, from the reign of Augustus to the end of classical antiquity, ca. 27 BC-AD 600. Topics include romanization and the imperial system, the origins, survival, and victory of Christianity, and Rome's struggles with Persians and Germans.

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 Muslim 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 Crusades (ca. 1050 to 1300), including the roots of Christian and Islamic ideas of Holy War, the preaching and conduct of the Crusades, the creation and fall of the Crusader States, interfaith relations in the time of the Crusades, the use of Holy War in Spain and the Baltic, and the long-term significance of the Crusades.

HIST 416**Pagans and Saints: Christian Missionaries to 1700***3 Semester Hours*

Studies the interactions between Christian missionaries and non-Christian peoples from the Roman period to the seventeenth century. Topics include the spread of Christianity to Ireland, Germanic Europe, and the Mongols, as well as missionary encounters with China, Japan, and the New World. A principal focus will be on the methods used by preachers to spread their message and the ways native cultures helped shape Christianity.

HIST 418**The Viking World***3 Semester Hours*

Explores Viking society from the late eighth to the early eleventh century, including the reasons for the Scandinavian invasions of early-medieval Europe, the course and consequences of Viking activity in the British Isles and France, the wider settlement of the Norse from Russia to Greenland and North America, and the Christianization of the Viking world.

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 multinational 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*

A study of the history of Germany from the establishment of the German nation-state to the present, including the two world wars, the Weimar Republic, Nazism and the Holocaust, the two Germanies of the Cold War period, and German unification.

HIST 446

Modern Britain and the British Empire

3 Semester Hours

A study of 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 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 351

American Reform Movements

3 Semester Hours

An examination of the major reform impulses in American society, including such movements as abolition, Women's Rights, Progressivism, and Civil Rights.

HIST 352

Health and Disease in American Culture

3 Semester Hours

The history of health, disease, and medicine in the American social and cultural context, from the colonial period to the present.

HIST 354

Women in American History

3 Semester Hours

An exploration of women's experience in American history from the colonial period to the present, with emphasis on such variables as class, race/ethnicity, and region, as well as the impact of changing gender roles on American society, culture, and politics.

HIST 356

History of Childhood and the Family

3 Semester Hours

A history of childhood and the family from the colonial era to the present. Examines the diverse experiences of children and families in North America, with special attention to gender, race, class, and regional issues. Also explores how notions of childhood and the family changed over time.

HIST 357

Immigrant America

3 Semester Hours

The history of immigration to the United States from the colonial period to the present, focusing on immigrant experiences, transnational ties, immigration law, and citizenship, as well as the ways that race, class, gender, religion, and sexuality shaped Immigrant America.

HIST 360

Chicana/o History

3 Semester Hours

(See CHST 360.)

HIST 365

The American West

3 Semester Hours

The history of the American West from the seventeenth century to the present, focusing on settlement, Native American experience, economic development, environment, and the West in popular culture.

HIST 366

History of California

3 Semester Hours

The history of California from the eighteenth century to the present, focusing on migration, economic development, race and ethnic relations, and the relationship of the state to the rest of the world.

HIST 367

History of Los Angeles

3 Semester Hours

The history of Greater Los Angeles from the eighteenth century to the present, focusing on migration, economic development, race and ethnic relations, and the city's relationship to the rest of the world.

HIST 368

Hollywood and History

3 Semester Hours

An examination of the motion picture industry and the relationship of films to United States society from the early twentieth century to the present.

HIST 388

Imagining Asian Pacific America

3 Semester Hours

Using interdisciplinary approaches and cross-cultural perspectives, this class explores the ways in which certain Asian Americans and Pacific Islanders have been portrayed and, in turn, have portrayed themselves in the visual culture throughout historical time and place.

HIST 389

The Invention of Communities

3 Semester Hours

This class examines a multitude of socioeconomic, political, ideological, and cultural conditions that have caused the formation as well as the disintegration of communal bonds in 19th- and 20th-century United States.

HIST 460

Colonial America

3 Semester Hours

A study of the origin and growth of the English colonies from 1607 with a focus on the development of colonial economic, social, and intellectual life.

HIST 461

Revolutionary America

3 Semester Hours

An examination of the origins, course, and results of the American Revolution.

HIST 463

Jacksonian America

3 Semester Hours

A study of the United States during the first half of the nineteenth century, focusing on the social, cultural, economic, and political developments of the era.

HIST 464

The Civil War

3 Semester Hours

A history of the Civil War era that covers the causes, fighting, and consequences of the war.

HIST 465

Victorian America

3 Semester Hours

An examination of American culture and society in the second half of the nineteenth century, focusing on such diverse topics as family, sexuality, popular culture, urbanization, immigration, class conflict, race relations, and America's place in the world.

HIST 466

Rise of Modern America

3 Semester Hours

An examination of American culture and society in the early twentieth century, focusing on such topics as race, class, gender, consumerism, reform movements, and America's place in the world.

HIST 467

Recent America

3 Semester Hours

The course examines U.S. history from the New Deal to the present and focuses on the dialectical relationship between the United States and the world. Themes include U.S. involvement in international economic, military, and ideological conflicts; the study of various modern racial, gender, and economic social movements; national political debates; and post-WWII consumer and popular cultures.

HIST 468

Nineteenth Century America

3 Semester Hours

A social and cultural history of nineteenth-century America. Covers such topics as industrialization, urbanization, religion, literature, westward migration, immigration, class formation, gender, and race.

HIST 478

Asians in America: From the "Yellow Peril" to the "Model Minority"

3 Semester Hours

This class traces the many-faceted histories of Asian Americans and Pacific Islanders from cross-cultural and transnational perspectives, beginning with the earliest immigration to the present era.

HIST 479

The Politics and Culture of the Cold War, 1917-1989

3 Semester Hours

Beginning with the Russian Revolution of 1917 and ending with the fall of the Berlin Wall in 1989, the class will use a wide variety of sources to analyze the impact of the Cold War on American domestic policies and foreign relations, as well as cultural and social developments.

HIST 488

Consensus and Conflict: America in the 1950s and 1960s

3 Semester Hours

This class focuses on two pivotal decades in twentieth-century American history by addressing topics such as changing gender and racial identities, the Counterculture, the Civil Rights Movement, and international politics.

HIST 489

Twentieth-Century U.S. Sports History

3 Semester Hours

The course examines the development and history of spectator sport in the twentieth-century United States. Topics for examination include sports and American social, gender, national, and racial identities; the evolution of leisure and consumer culture in the U.S.; and U.S. participation in international sports.

Area 3: World Regions

HIST 300

Global Encounters to 1500

3 Semester Hours

A history of global encounters in the premodern period 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

Global Encounters since 1500

3 Semester Hours

A history of global encounters in the early modern and modern periods among the regions of Europe, the Americas, Africa, Asia, and the Middle East, with a focus on the movements of peoples, ideas, and goods, including cross-cultural encounters and trade and the development of a globalized economy.

HIST 348

Women in East Asian History

3 Semester Hours

An exploration of the ways in which specific institutional arrangements, political settlements, and economic changes informed the organization of family and lineages, inheritance practices, work, and thus shaped the lives of women.

HIST 372

Mexico and the World

3 Semester Hours

The major social, political, and economic trends and events in Mexico from the Independence movement to the present. The course examines

mass movements; leadership; popular culture; globalization; violence, gender, and drugs; and the political and cultural impact of changing domestic and international policies.

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 and 20th centuries, leading to an examination of the processes by which African countries gained their independence in the second half of the 20th century.

HIST 396

Asian Empires

3 Semester Hours

An examination of the Qing Empire (1644-1911) and the Japanese Empire (1910-1945). Paying close attention to the process of empire-building and imperial administration, the course will evaluate the impact of these empires in East Asia, especially in relation to notions of resistance, cooptation, and cooperation.

HIST 397

Popular Culture in East Asia

3 Semester Hours

An examination of the history of modern East Asia through the prism of its popular cultures with a focus on audio, visual, and literary representations from that region in relation to decolonization, nation-building, democracy, identity-formation, and globalization.

HIST 455

The Ottoman Empire

3 Semester Hours

This course examines the history of the Ottoman Empire from the 13th century to the end of WWI. It focuses on Ottoman political, legal, and social institutions and practices as they evolved over time.

HIST 456

Star, Cross, and Crescent

3 Semester Hours

This course examines the status of Jews and Christians in the Middle East from the rise of Islam to the present, focusing on the local as well as international factors that affected their status over time. The course also considers the history of other marginalized groups such as slave-soldiers, gypsies, and eunuchs.

HIST 459

The Palestine/Israel Conflict

3 Semester Hours

This course examines the history of the Palestine/Israel conflict from its beginnings in the late 19th century to the present.

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 485

Modern Japan

3 Semester Hours

This course examines the history of Japanese experiences on modernity, 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.

Seminars

Area 1: Europe

HIST 505

Seminar in Ancient History

3 Semester Hours

A seminar on a topic in ancient history, in which students will explore the historical literature around a given topic and then produce a work of original research.

HIST 510

Seminar in Medieval History

3 Semester Hours

A seminar on a topic in medieval European history, in which students will explore the historical literature around a given topic and then produce a work of original research.

HIST 515

Seminar in Early-Modern European History

3 Semester Hours

A seminar on a topic in early-modern European history, in which students will explore the historical literature around a given topic and then produce a work of original research.

HIST 520

Seminar in Modern European History

3 Semester Hours

A seminar on a topic in modern European history, in which students will explore the historical literature around a given topic and then produce a work of original research.

Area 2: United States

HIST 550

Seminar in American History

3 Semester Hours

A seminar on a topic in American history, in which students will explore the historical literature around a given topic and then produce a work of original research.

Area 3: World Regions

HIST 568

Seminar in World History

3 Semester Hours

A seminar on a topic in world history, in which students will explore the historical literature around a given topic and then produce a work of original research.

HIST 570

Seminar in Latin American History

3 Semester Hours

A seminar on a topic in Latin American history, in which students will explore the historical literature around a given topic and then produce a work of original research.

HIST 580

Seminar in Asian History

3 Semester Hours

A seminar on a topic in Asian history, in which students will explore the historical literature around a given topic and then produce a work of original research.

HIST 585

Seminar: Achilles in Vietnam

3 Semester Hours

A comparative study of the impact of war on the societies of ancient Greece, modern America, and Vietnam. Topics include the psychology and biology of violence, the shaping of literature and culture by violence, and the human toll of war.

Humanities

HMNT 198

Special Studies

1-3 Semester Hours

HMNT 199

Independent Studies

1-3 Semester Hours

HMNT 298

Special Studies

1-3 Semester Hours

HIST 590

Seminar in African History

3 Semester Hours

A seminar on a topic in African history, in which students will explore the historical literature around a given topic and then produce a work of original research.

HIST 595

Seminar in Middle Eastern History

3 Semester Hours

A seminar on a topic in Middle Eastern history, in which students will explore the historical literature around a given topic and then produce a work of original research.

Senior Thesis

HIST 500

Senior Thesis

3 Semester Hours

A course for students who wish to pursue an intensive research project under faculty direction, culminating in a thesis based on primary source research.

Special and Independent Studies

HIST 398

Special Studies

1-4 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

HMNT 299

Independent Studies

1-3 Semester Hours

HMNT 398

Special Studies

1-4 Semester Hours

HMNT 399

Independent Studies

1-3 Semester Hours

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.

Irish Studies

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

Credit/No Credit grading.

Senior standing required.

HMNT 498

Special Studies

1-3 Semester Hours

HMNT 499

Independent Studies

1-3 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

In this course we will examine 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

1-4 Semester Hours

IRST 399

Independent Studies

1-3 Semester Hours

IRST 498

Special Studies

1-3 Semester Hours

IRST 499

Independent Studies

1-3 Semester Hours

Cross-listed Courses**IRST 310****Modern Ireland***3 Semester Hours*

(See HIST 447.)

IRST 312**Modern Britain***3 Semester Hours*

(See HIST 446.)

IRST 317**Victorians to Moderns***3 Semester Hours*

(See HIST 318.)

IRST 319**The British Empire***3 Semester Hours*

(See HIST 448.)

IRST 345**Celtic Christianity****Italian****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.

3 Semester Hours

(See THST 323.)

IRST 350**World Dance: Ireland***3 Semester Hours*

(See DANC 397.)

IRST 448**Irish Women Writers***3 Semester Hours*

(See ENGL 548.)

IRST 449**The Dark Stuff: Horror in Irish Literature***3 Semester Hours*

(See ENGL 549.)

IRST 435**Irish Cinema***3 Semester Hours*

(See FTVS 429.)

ITAL 198**Special Studies***1-3 Semester Hours***ITAL 199****Independent Studies***1-3 Semester Hours***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. The course develops the students' ability to write critical essays in Italian, while 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

Japanese

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.

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

1-4 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, while developing skills in the close analysis of film.

ITAL 498

Special Studies

1-3 Semester Hours

ITAL 499

Independent Studies

1-3 Semester Hours

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 life-style.

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 giving advice and expressing one's desires. Approximately 60 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, and volitional forms. Sixty 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

Jewish Studies

JWST 100

Introduction to the Hebrew Bible

3 Semester Hours

(See THST 100.)

JWST 198

Special Studies

1-3 Semester Hours

JAPN 305

Advanced Intermediate Japanese I

3 Semester Hours

This course concentrates on further perfecting the student's four communicative skills. It focuses on building more advanced vocabulary, idiomatic expressions, and grammatical patterns. Informal and formal language, especially different levels of Keigo (polite speech), along with selected topics of Japanese culture and customs, are introduced. The student learns approximately 60 Kanji and writes short essays (800 characters) on culturally intriguing topics.

Fall semester only.

Prerequisite: JAPN 204 or equivalent, or consent of instructor.

JAPN 306

Advanced Intermediate Japanese II

3 Semester Hours

This course is designed to help students further develop fluency in speaking, reading, and writing at an advanced-intermediate level. Discussions and compositions (800 characters) are based on selected, more increasingly complex topics. The student learns passive, causative, and causative-passive sentences thoroughly along with 45 Kanji. More advanced knowledge and understanding of Japanese culture, history, art, and socio-economics.

Spring semester only.

Prerequisite: JAPN 305 or equivalent, or consent of instructor.

JAPN 398

Special Studies

1-4 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

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 350

Modern Israel

3 Semester Hours

This course examines the rise of Jewish nationalism, Theodore Herzl, and the rise of political Zionism. We will discuss Zionism after Herzl, the Balfour Declaration, the seeds of Arab-Jewish confrontation, Palestine in World War II, postwar Palestine, the war of independence, and the growth of the Israeli republic. Other topics include Israel's search for peace and security, economic and social growth, the Six-Day War, the Yom Kippur War, the Likud era, peace with Egypt, and Israel's involvement in Lebanon, Gaza, and its relationship with Iran. Israeli society is quite heterogeneous, and the many peoples of Israel will be examined from the perspective of nationality and ethnicity as well as from the perspective of religion, gender, and economic status.

JWST 375

Judaism: Religion, History, and Culture (Ancient through Modern)

3 Semester Hours

(See THST 381.)

JWST 398

Special Studies

1-4 Semester Hours

Latin

The LATN 101, 102, 201 sequence covers the full grammar and syntax of Classical Latin and prepares the students to read a wide range of prose and poetry from the Roman Republic and Empire.

LATN 101

Elementary Latin I

3 Semester Hours

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

JWST 399

Independent Studies

1-3 Semester Hours

JWST 416

Jewish Image in Film and Television

3 Semester Hours

(See FTVS 416.)

Junior standing required.

JWST 434

Literature of the Holocaust

3 Semester Hours

(See ENGL 534.)

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

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 the 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.

Liberal Arts

LIBA 101

Strategies for Graduate/Professional School Admission I

1 Semester Hour

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

1-4 Semester Hours

LATN 399

Independent Studies

1-3 Semester Hours

LATN 410

Practicum: Teaching Classical Latin

3 Semester Hours

Practicum in teaching skills for undergraduate elementary Latin class. 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

Strategies and co-curricular options to assist students in their application to graduate and professional school.

ACE program only.

Offered Fall semester.

Credit/No Credit grading.

LIBA 102

Strategies for Graduate/Professional School Admission II

1 Semester Hour

Continuation of LIBA 101, including exploration of options such as undergraduate and graduate study abroad, graduate entrance examinations, writing the personal essay, interviewing, and financing graduate school.

ACE program only.

Offered Spring semester.

Credit/No Credit grading.

LIBA 111

Academic Skills for Psychology I

1 Semester Hour

Learning strategies and techniques for success in the Psychology major.

Credit/F grading.

Freshman PSYC majors only.

Offered Fall semester.

Co-requisite: PSYC 101.

LIBA 112

Academic Skills for Psychology II

1 Semester Hour

A continuation of LIBA 111.

Credit/F grading.

Freshman PSYC majors only.

Offered Spring semester.

Prerequisite: LIBA 111.

LIBA 144

Academic Skills for Student Athletes

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. The course is tailored for student athletes.

Credit/F grading.

LIBA 170

Orientation to Learning I

1 Semester Hour

This course provides information on making a successful transition to college, including campus resources, study skills, academic and career planning.

Credit/F grading.

Offered Fall semester.

LIBA 171

Orientation to Learning II

1 Semester Hour

Continuation of LIBA 170.

Credit/F grading.

Offered Spring semester.

LIBA 181

Exploring Wellness I

1 Semester Hour

Introduction to wellness, including physical, psychological, nutritional, financial, and environmental and the skills and campus resources that contribute to academic success.

Healthy Living Learning Community only.

Credit/F grading.

Offered Fall semester.

LIBA 182

Exploring Wellness II

1 Semester Hour

A continuation of LIBA 181.

Healthy Living Learning Community only.

Credit/F grading.

Offered Spring semester.

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.

Completion of LIBA 291 and 292 earns the Certificate for Intercultural Competence.

Credit/No Credit grading.

Prerequisite: LIBA 291.

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

1-4 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.

Senior standing required.

LIBA 498

Special Studies

1-3 Semester Hours

LIBA 499

Independent Studies

1-3 Semester Hours

Liberal Studies

LBST 100

Pre-Practicum Field Experience in Education

1-4 Semester Hours

LBST 100 is designed to be taken in the freshman year, LBST 200 the sophomore year, and LBST 300 the junior year. Students enroll in the Fall semester of each year, and the course continues throughout the academic year (with the Fall semester grade listed as "In Progress"). Throughout the course students have multiple opportunities to engage with educators, students, parents, and communities and to learn from early, intensive field experiences in diverse educational settings with in-service teachers, while receiving mentoring and examining schooling policies, structures, and practices. Students register for one semester hour per course/year, unless taking for variable credit, as approved by the instructor.

LBST 198

Special Studies

1-3 Semester Hours

LBST 200

Pre-Practicum Field Experience in Education

1-4 Semester Hours

LBST 100 is designed to be taken in the freshman year, LBST 200 the sophomore year, and LBST 300 the junior year. Students enroll in the Fall semester of each year, and the course continues throughout the academic year (with the Fall semester grade listed as "In Progress"). Throughout the course students have multiple opportunities to engage with educators, students, parents, and communities and to learn from early, intensive field experiences in diverse educational settings with in-service teachers, while receiving mentoring and examining schooling policies, structures, and practices. Students register for one semester hour per course/year, unless taking for variable credit, as approved by the instructor.

LBST 298

Special Studies

1-3 Semester Hours

LBST 300**Pre-Practicum Field Experience in Education***1-4 Semester Hours*

LBST 100 is designed to be taken in the freshman year, LBST 200 the sophomore year, and LBST 300 the junior year. Students enroll in the Fall semester of each year, and the course continues throughout the academic year (with the Fall semester grade listed as "In Progress"). Throughout the course students have multiple opportunities to engage with educators, students, parents, and communities and to learn from early, intensive field experiences in diverse educational settings with in-service teachers, while receiving mentoring and examining schooling

Modern Greek**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*

policies, structures, and practices. Students register for one semester hour per course/year, unless taking for variable credit, as approved by the instructor.

LBST 398**Special Studies***1-4 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 345

Coming of Age: Stories of Growth and Self-Discovery

3 Semester Hours

An exploration of the internal psychological conditions as well as the external social pressures that influence the construction of one's identity.

MDGK 346

Out of Control: Women, Madness, and the Cultural Imagination

3 Semester Hours

A cross-cultural exploration of social, cultural, and literary representations of female madness from antiquity to the present.

MDGK 350

Greek Orthodox Tradition

3 Semester Hours

(See THST 322.)

MDGK 352

Orthodox Christian Spirituality

3 Semester Hours

(See THST 352.)

MDGK 354

Greek Cinema

3 Semester Hours

Modern Languages and Literatures

MDLL 300

Linguistics

3 Semester Hours

Students examine major linguistic disciplines, such as phonology, phonetics, morphology, syntax, and language acquisition and variation. Languages from different linguistic families will be analyzed and compared. This class presents activities for raising linguistic awareness.

Prerequisite: 200-level in two languages or consent of instructor.

MDLL 398

Special Studies

1-4 Semester Hours

MDLL 399

Independent Studies

1-3 Semester Hours

MDLL 400

Applied Linguistics

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

1-4 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

Topics include language acquisition, language socialization, language policy and planning, bilingualism and multilingualism, translation and intercultural communication. Students will design a research project on child/adult second language acquisition in a psycholinguistic or a socio-cultural framework.

Prerequisite: MDLL 300 or consent of instructor.

MDLL 498

Special Studies

1-3 Semester Hours

MDLL 499

Independent Studies

1-3 Semester Hours

MDLL 500

Senior Capstone Project

1 Semester Hour

Exit research project (for majors only).

Consent of instructor required.

Credit/No Credit grading.

Philosophy

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.

PHIL 198

Special Studies

1-3 Semester Hours

PHIL 199

Independent Studies

1-3 Semester Hours

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.

PHIL 221

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 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

PHIL 398

Special Studies

1-4 Semester Hours

PHIL 399

Independent Studies

1-3 Semester Hours

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.

PHIL 598

Special Studies

1-3 Semester Hours

PHIL 599**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.

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 distribution of medical resources and care.

Junior standing required.

PHIL 322**Business Ethics***3 Semester Hours*

This course considers ethical issues that arise in the field of business.

Junior standing required.

PHIL 323**Ethics for Engineering and Science***3 Semester Hours*

This course looks at ethical questions that arise in the fields of science and engineering, focusing on examples such as the *Challenger* disaster and the decisions that led up to it.

Junior standing required.

Restricted to majors in the Frank R. Seaver College of Science and Engineering.

PHIL 325**Environmental Ethics***3 Semester Hours*

The study of moral and ethical issues as they relate to the environment and nonhuman nature. Specific topics and foci vary from semester to semester.

PHIL 326**Ethics of Love and Marriage***3 Semester Hours*

This course focuses on the ethical dimensions of friendship, love, marriage, and commitment.

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.

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.

Junior standing required.

PHIL 329**Topics in Applied Ethics***3 Semester Hours*

An in-depth study of a contemporary ethical issue.

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.

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 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 Neoplatonism, 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.

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/or 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 20th and/or 21st century responses to modern and/or Enlightenment philosophy. Can also include postmodern philosophical theology and philosophy of religion.

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 429**Topics in Chinese Philosophy***3 Semester Hours*

An advanced study of patterns of philosophical thinking in Chinese intellectual tradition. The topics will focus in depth on a particular theory, problem, or text.

May be repeated twice for degree credit.

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.

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 637**Husserl***3 Semester Hours*

A study of the phenomenological method of Husserl through readings from one or more of his texts.

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 639

Topics in Phenomenology

3 Semester Hours

The study of one or more topics in phenomenology, drawing from the works of such thinkers as Husserl, Scheler, Stein, Heidegger, Sartre, and Merleau-Ponty.

May be repeated for degree credit.

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

Lonergan

3 Semester Hours

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

PHIL 650

Topics in Continental Philosophy

3 Semester Hours

A study of prominent themes in the continental tradition of philosophy. Topics vary each semester and may include figures from the 19th, 20th, and 21st centuries.

May be repeated for degree credit.

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 660

Metaphysics

3 Semester Hours

A study of major metaphysical theories including those of Plato, Aristotle, and Aquinas.

PHIL 662

Personalist 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

An 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, focusing 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 appropriations 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

Political Science

Introductory Courses

POLS 135

U.S. Politics

3 Semester Hours

An overview of the major political processes in contemporary American life.

POLS 155

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.

POLS 165

International Relations

3 Semester Hours

This course provides an introduction to the field of international relations, with an emphasis on state and non-state behavior in explaining international cooperation and conflict.

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.

Students are encouraged to complete this class in their sophomore year.

Prerequisite: POLS 135, 155, or 165.

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

Credit/No Credit grading.

PHIL 698

Special Studies

1-3 Semester Hours

PHIL 699

Independent Studies

1-3 Semester Hours

POLS 220

Foundations of Political Thought

3 Semester Hours

Introduction of the major thinkers and schools of thought that lay the foundation for western governments. Writing intensive.

Students are encouraged to complete this class in their sophomore year.

Prerequisite: POLS 135, 155, or 165.

Group 1: Political Thought

POLS 323

American Political Thought

4 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

4 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

4 Semester Hours

A survey of Western political thought from ancient Greece through the Renaissance.

POLS 326

Modern Political Theory

4 Semester Hours

A survey of Western political thought from the Renaissance through the 19th century.

POLS 327**Contemporary Political Theory***4 Semester Hours*

A survey of 20th century and 21st century political thought.

POLS 392**Special Studies in Political Thought***1-4 Semester Hours***POLS 420****Ethics, Politics, and Policy***4 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***4 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**Punishment and Mercy***4 Semester Hours*

This course explores theoretical and practical challenges to reconciling effective and just social punishment with the virtue of mercy.

POLS 423**Political Rhetoric***4 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***1-4 Semester Hours***POLS 520****Modes of Political Inquiry***4 Semester Hours*

An examination of the major frameworks of political inquiry: the traditional, behavioral, and critical approaches.

Prerequisite: POLS 220.

POLS 521**Visions of Freedom***4 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***1-4 Semester Hours*

Senior standing required.

Prerequisite: POLS 220.

Group 2: U.S. Politics**POLS 332****Campaigns and Elections***4 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***4 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***4 Semester Hours*

A study of the powers, process, and problems of the modern United States presidency.

POLS 336**Courts, Law, and Society***4 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***4 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***4 Semester Hours*

An analysis of the current issues and controversies facing several civil rights movements.

POLS 339**Media and Politics***4 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 345**Urban Politics***4 Semester Hours*

Analysis of political institutions and processes in urban areas of the U.S., including policy-making processes, power structures, urban problems, and intergovernmental relations.

POLS 370

Elderly and the Law

4 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 393

Special Studies in U.S. Politics

1-4 Semester Hours

POLS 430

Campaign

1 Semester Hour

A study of the candidates and issues involved in the fall campaign of each election year.

POLS 431

Public Opinion and American Culture

4 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

4 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 435

Politics of California

1-4 Semester Hours

An examination of the structure and dynamics of California government and politics.

POLS 436

Politics of Los Angeles

4 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

4 Semester Hours

An analysis of the issues and topics resulting from the intersection of gender with the political system.

POLS 439

Political Psychology

4 Semester Hours

A study of the relationship between selected psychological and social-psychological characteristics of individuals and political behavior.

POLS 440

Public Policy Analysis

4 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

4 Semester Hours

An introduction to the field of political gerontology with a emphasis on the public policies that affect the elderly population.

POLS 471

United States Constitutional Law: Case Method I

4 Semester Hours

Judicial, executive, and legislative power; individual rights.

POLS 472

United States Constitutional Law: Case Method II

4 Semester Hours

Freedom of Speech and Equal Protection.

POLS 493

Special Studies in U.S. Politics

1-4 Semester Hours

POLS 540

Education Policy

4 Semester Hours

A senior seminar examining selected dimensions of education policy in the United States.

Prerequisite: POLS 210.

POLS 571

The Law and Presidential Power

4 Semester Hours

A seminar examining the ways and extent to which the Constitution and statutes empower and enchain the American President.

Prerequisite: POLS 210.

POLS 572

Women and the Law

4 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.

Political Science majors only.

POLS 593

Special Studies in U.S. Politics

1-4 Semester Hours

Prerequisite: POLS 210.

Group 3: Comparative Politics

POLS 351

Politics of the European Union

4 Semester Hours

An analysis of the political structures and processes of Great Britain, France, Germany, Italy, Spain, and other European nations.

POLS 352

Italian Politics

4 Semester Hours

This course will examine the birth of modern Italy and its politics and political institutions.

POLS 353

Politics in the Middle East

4 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

4 Semester Hours

Analyzes political institutions and processes in Latin America. Emphasizes current political and economic challenges to democratic consolidation in the region.

POLS 355

Political Dynamics of East Asia: Greater China, Japan, and the Koreans

4 Semester Hours

Northeast Asia is one of the most economically dynamic and politically fraught regions in the world. This course introduces students to the political systems of the region focusing on China, Japan, the Koreans, and Taiwan.

POLS 356

Politics of Africa

4 Semester Hours

An analysis of the problems and prospects for political, economic, and social development in Africa south of the Sahara.

POLS 357

US-British Politics

4 Semester Hours

A comparative study of political systems of the United States and Great Britain.

POLS 358

Politics of Development

4 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 359

Politics of Modern Israel

4 Semester Hours

This course is an in-depth study of the politics and history of contemporary Israel.

POLS 395

Special Studies in Comparative Politics

1-4 Semester Hours

POLS 455

Slavery, Abolition, and Modern Slavery

4 Semester Hours

The first half of this course examines historical slavery and abolition. The second half of the course concentrates on modern slavery.

POLS 456

Identities in African Diaspora: The Americas

4 Semester Hours

The course examines the political identities of peoples of African descent in North American, South America, and the Caribbean.

POLS 458

Political Leadership

4 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

1-4 Semester Hours

POLS 550

Comparative Human Rights

4 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.

Political Science majors only.

POLS 551

New Social Movements

4 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.

Prerequisite: POLS 210.

POLS 595

Special Studies in Comparative Politics

1-4 Semester Hours

Senior standing required.

Prerequisite: POLS 210.

Group 4: International and World Politics

POLS 361

International Cooperation

4 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

4 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

4 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

1-4 Semester Hours

POLS 460

Foreign Policy Analysis

4 Semester Hours

This course will focus on the foreign policy of states, with particular attention to decision making and policy planning models.

POLS 462

Human Rights and Global Change

4 Semester Hours

This course introduces students to human rights issues around the world, with particular attention paid to international actors, such as the United Nations, that seek progress in this arena.

POLS 465

The Politics of the Global Economy

4 Semester Hours

This course looks at how politics has shaped the modern global economy and how these global forces are re-shaping the relationship between states, markets, and society.

POLS 475

International Law

4 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 496

Special Studies in World Politics

1-4 Semester Hours

POLS 561

International Affairs and Social Justice

4 Semester Hours

This course is designed to expose students to issues in international affairs in terms of ethics and social justice.

POLS 562

Rivalry and Cooperation in East Asia

4 Semester Hours

What does the future hold for East Asia? This course explores this question by looking at a confluence of trends: the rise of China which is reviving regional tensions, unresolved historical tensions, growing economic interdependence, and the role of the U.S. in the region.

POLS 563

Theories of International Relations

4 Semester Hours

This course critically examines important debates and topics in international relations. It surveys prevailing theories and empirical research in the field.

POLS 596

Special Studies in World Politics

1-4 Semester Hours

Senior standing required.

Prerequisite: POLS 210.

Internship Courses and Special Studies

POLS 198

Special Studies

1-3 Semester Hours

POLS 199

Independent Studies

1-3 Semester Hours

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

1-4 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

4 Semester Hours

A part of The Washington 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

4 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

1-4 Semester Hours

POLS 399

Independent Studies

1-4 Semester Hours

POLS 480

Leadership Development

4 Semester Hours

This course is an experientially based class that develops leadership skills and knowledge.

POLS 485

Practicum in Politics

Psychology

PSYC 100

General Psychology

3 Semester Hours

4 Semester Hours

Involves a combination of field work with assigned readings, research and group discussion with others engaged in these same endeavors.

POLS 498

Special Studies

1-4 Semester Hours

POLS 499

Independent Studies

1-4 Semester Hours

POLS 581

Honors Seminar

4 Semester Hours

A particularly challenging senior seminar for students contemplating graduate work. Also provides preparation for writing a senior thesis.

Prerequisites: POLS 210, 220, and consent of instructor.

POLS 590

Senior Thesis

4 Semester Hours

The senior thesis provides the opportunity for students to complete a substantive research project to culminate their study of Political Science.

Senior standing required.

Prerequisites: POLS 210 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

4 Semester Hours

This is an opportunity for Honors-Eligible students to complete a substantive research project to qualify for Departmental Honors.

Prerequisite: POLS 581.

POLS 598

Special Studies

1-4 Semester Hours

POLS 599

Independent Studies

1-4 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: HHSC 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 African-centered 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 331**Human Sexual Behavior***3 Semester Hours*

This course is an up-to-date factual exploration of human sexual behavior based on a biopsychosocial approach. It covers the evolution of sex, sexuality, and sexual behavior; the role of sex in relationships; sexual attraction and arousal; sexual minorities and atypical sexuality; sex in commerce (pornography and prostitution); sexual dysfunction and treatment; and sexually transmitted diseases.

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, Mind, and Culture***3 Semester Hours*

An introduction to the study of language and literacy in its relationship with culture, mind, and society. The course will explore the diverse ways in which people use language in different cultural and social settings, the role of literacy, and encourage students to reflect on how social and psychological factors may have contributed to the achievement gap in our nation's schools. Under close guidance of the professor, students will develop a project to be implemented for young children at a site impacted by the achievement gap.

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 363. 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

1-4 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, and 261 or 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, and 261 or 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, and 261 or 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 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

The use of psychological assessment and testing in the understanding of individual differences. Current theories of individual differences and behavior are studied as well as the use of assessment in the provision of clinical and counseling services.

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.

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 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.

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 biopsychological 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 biopsychological 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.

Sociology

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,

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 biopsychological 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.

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, 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, ethnomethodology, 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 hours completed at time of registration.

Senior majors only.

Prerequisites: SOCL 109 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 331

Racial and Ethnic Communities

3 Semester Hours

In this course we will examine the social construction of "race"/ethnicity as well as the history and present state of racial/ethnic relations in the United States. Specifically, we will examine competing viewpoints on "race," ethnicity, racism, ethnocentrism, and the status of groups such as White, Black, Asian, Native, Arab/Middle Eastern Americans as well as Latinos and those who are multi-racial. In exploring these dynamics and groups, we will focus on social structures, ideologies, prejudice/stereotypes/discrimination (e.g., mass media influence), individual identities and interpersonal interactions, and resistance movements that fight racial injustice.

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 over-population, and population control, with an introduction to the methods and techniques of demographic and ecological analysis.

SOCL 343**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.

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 353**Sociology of Emotions***3 Semester Hours*

This course examines how culture and society influence our feelings yet also leave us with the ability to change how we feel, individually and collectively.

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 451**Social Movements***3 Semester Hours*

Social Movements examines the role of people-driven social change throughout the globe. We examine how and why social movements emerge, such as the Civil Rights and Feminist Movements, as well as what makes them successful.

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 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 Adolescents***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 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**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 373**Environmental Sociology***3 Semester Hours*

Using sociological theories and concepts, this course examines the relationships between human societies and physical environments. Topics covered include: the meaning and significance of "nature," environmental policies, and environmental social movements.

SOCL 374**Gender and Migration***3 Semester Hours*

Studies the globe's migrants and how their movements shape gender in their everyday lives, families, and workplaces—as well as ours—and in the global economy.

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 198****Special Studies***1-3 Semester Hours***SOCL 199****Independent Studies***1-3 Semester Hours***SOCL 298****Special Studies***1-3 Semester Hours***SOCL 299****Independent Studies***1-3 Semester Hours***SOCL 398****Special Studies***1-4 Semester Hours*

SOCL 399**Independent Studies***1-3 Semester Hours***SOCL 498****Special Studies****Spanish**

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 respects 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 the 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 by LMU Placement Exam.

SPAN 198**Special Studies***1-3 Semester Hours***SPAN 199****Independent Studies***1-3 Semester Hours***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 by 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 Hispanic cultures. As part of the grammatical review, the course covers adverbial

*1-3 Semester Hours***SOCL 499****Independent Studies***1-3 Semester Hours*

conjunctions, indirect speech, "SI" clauses, and other advanced level constructions. Students present oral and written reports in formal Spanish to practice 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, or consent of instructor.

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.

Credit/No Credit grading.

Prerequisite: SPAN 102 or consent of instructor.

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 theses, 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 333 or consent of instructor.

SPAN 398

Special Studies

1-4 Semester Hours

SPAN 399

Independent Studies

1-3 Semester Hours

SPAN 410

Latin American Cinema

3 Semester Hours

Introduction to elements of film language and aesthetics, field of Latin American Film Studies, and film as Latin American cultural artifact. Course examines how films have responded to issues inherent in or challenged by institutional, political, economic, and socio-cultural pressures in Latin America during the Colonial Period, 19th, and 20th centuries. Critical focus is on discourses of gender, class, politics, and race in

representative visual works by and about Latin Americans and U.S. Latinos. Selected screenings, readings, and lecture/discussions.

Prerequisites: SPAN 322 and 332.

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 333 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 333 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 333 or consent of instructor.

SPAN 435

The Sounds of Spanish: Theory and Practice

3 Semester Hours

Study and practice of the sound system of Spanish. This course provides opportunities to explore the organization of the basic sounds in Spanish and discuss the differences between English and Spanish. Students will further develop their pronunciation abilities in Spanish through a lab component, where they will practice phonetic transcription and pronunciation.

Prerequisite: SPAN 333 or consent of instructor.

SPAN 441

Latin American Novel

3 Semester Hours

A comparative study of representative narratives written by Latin American, U.S. 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).

Consent of instructor required.

Theological Studies

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, interreligious dialogue, and ecumenism.

THST 149

Introduction to Christian Spirituality

3 Semester Hours

Credit/No Credit grading.

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 required.

Recommended co-requisite: THST 341.

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 socio-economic 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 deutero-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 woman: 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 major/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; 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 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

This 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 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 the 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 *Tattvarthasutra*.

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.

This course may be repeated for credit.

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

Word, Water, 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***1-4 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.

Senior standing required.

THST 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 604**Gospel of Matthew***3 Semester Hours*

This course examines the historical, literary, and theological contexts of the Gospel of Matthew, in conversation with modern theological issues and method.

THST 605**Gospel of Mark***3 Semester Hours*

This course examines the historical, literary, and theological contexts of the Gospel of Mark, in conversation with modern theological issues and method.

THST 606**Luke-Acts***3 Semester Hours*

This course examines the historical, literary, and theological contexts of Luke-Acts, in conversation with modern theological issues and method.

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 608**Gospel of John***3 Semester Hours*

This course examines the historical, literary, and theological contexts of the Gospel of John, in conversation with modern theological issues and method.

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.

World Religions**THST 612****Hinduism: Vedanta and Yoga***3 Semester Hours*

This course investigates primary sources, including the *Rig Veda*, the Upanishads, the *Bhagavad Gita*, and the *Yoga Sutra*.

THST 613**Buddhism and Jainism***3 Semester Hours*

This course studies primary texts and history of Buddhism and Jainism, with emphasis on theological praxis.

THST 615**Classics of Chinese Philosophy***3 Semester Hours*

(See PHIL 606.)

THST 619**Readings in Religious Literature***3 Semester Hours*

This course entails the reading of primary texts in the original language.

May be repeated twice for degree credit.

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**Early Christian 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 642

U.S. Latino/a Theology

3 Semester Hours

Latino theology develops in the tension between displacement and deep roots of communities in the territories that today constitute the U.S. This course surveys central theological questions as these are explored by these communities through a variety of primary texts, demographics, and engagement with current issues of concern to Hispanic Christians.

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 Theological Ethics

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 interculturalism and its relevance to ministry and pastoral care in church and society.

THST 674

Theory and Practice of Pastoral Leadership

3 Semester Hours

This course offers the student an exploration of theories that can inform pastoral leaders about the exercise of effective leadership in pastoral settings and communities of faith. The course is an elective open to all students, but is required for the Concentration in Pastoral Leadership in the M.A. in Pastoral Theology.

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 interreligious 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 691**Pastoral Synthesis Seminar***0-3 Semester Hours***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***Urban Studies****URBN 100****The Urban World***3 Semester Hours*

An introduction to historic and contemporary cities, processes of urbanization, and urban society. Course topics include urban origins, urban economics, the internal structure of cities, urban infrastructure, urban social and cultural processes, urban physical and social environments, and city systems in the regional and global context.

URBN 110**Urban Analysis***3 Semester Hours*

An introduction to the resources and methodologies commonly utilized in contemporary urban research. Course topics include data sources such as the census, methodologies for spatial analysis such as GIS, quantitative and qualitative research design, map reading, and fieldwork strategies.

URBN 198**Special Studies***1-3 Semester Hours***URBN 199****Independent Studies**

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 695**Comprehensive Exam Seminar***3 Semester Hours***THST 696****Research and Writing Seminar***3 Semester Hours***THST 697****Comprehensive Exam***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**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 346**Sustainable Cities***3 Semester Hours*

An examination of the challenges of a potential solutions to the sustainability of socioeconomic, environmental, and ecological systems associated with historic, contemporary, and future urbanization. Course topics include an analysis of the sustainability of historic and contemporary cities, the consideration of sustainable alternatives associated with such trends as New Urbanism, and the potential for alternative urban policies and practices designed to foster sustainability.

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***3 Semester Hours*

(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***1-4 Semester Hours***URBN 399****Independent Studies***1-3 Semester Hours***Women's Studies****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.

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.

WNST 198**Special Studies***1-3 Semester Hours***WNST 199****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 interns academic preparation and career aspirations.

Approval of the Program Director required.

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.

Senior standing required.

Prerequisite: URBN 455.

URBN 498**Special Studies***1-3 Semester Hours***URBN 499****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***3 Semester Hours*

(See MATH 261.)

WNST 222**Human Reproduction and Development***3 Semester Hours*

(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 304**Women and Environmental Justice**

3 Semester Hours

This course explores the relationships between peoples and environments, focusing on the roles and resources, identity, power relations, and geography. We will explore the theoretical and material implications of the different ways in which environmental injustice leads to the degradation of gendered environments and bodies. The course will provide multiple interdisciplinary perspectives on the state of gender, sexuality, race, ethnicity, and the environment.

WNST 311**Gender Communication**

3 Semester Hours

(See CMST 335.)

WNST 331**The Image of Woman In Nineteenth-Century England**

3 Semester Hours

(See ENGL 342.)

WNST 332**Twentieth-Century Women's Writing**

3 Semester Hours

(See ENGL 343.)

WNST 333**Gender, Race, and the Graphic Novel**

3 Semester Hours

This course explores how the space of the graphic novel can serve as a cultural space for critical engagement with ideologies of race, gender, nation, class, and sexuality. Discourses on "otherness" can also be critically re-imagined in the space of the graphic novel. We will critically examine the visual language that is presented in the graphic novel and the ways it can challenge iconographic images of ethnic and gendered representation.

WNST 334**Italian Women Writers**

3 Semester Hours

(See ITAL 380.)

WNST 335**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 336**Angels and Demons**

3 Semester Hours

(See MDGK 343.)

WNST 337**Out of Control: Women, Madness, and the Cultural Imagination**

3 Semester Hours

(See MDGK 346.)

WNST 341**Black Identities, Families, and Cultures**

3 Semester Hours

(See AFAM 301.)

WNST 342**Chicanas and Other Latinas in the U.S.**

3 Semester Hours

(See CHST 302.)

WNST 343**Hip Hop Culture**

3 Semester Hours

(See AFAM 397.)

WNST 344**Gender and Society**

3 Semester Hours

(See SOCL 332.)

WNST 345**Sociology of Marriage and Families**

3 Semester Hours

(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

3 Semester Hours

(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.

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

3 Semester Hours

(See THST 324.)

WNST 362

Women in European History

3 Semester Hours

(See HIST 335.)

WNST 363

American Reform Movements

3 Semester Hours

(See HIST 351.)

WNST 364

Women in American History

3 Semester Hours

(See HIST 354.)

WNST 366

The American Family

3 Semester Hours

(See HIST 356.)

WNST 370

Feminist Theory

3 Semester Hours

(See PHIL 333.)

WNST 371

Images of Women in Philosophy

3 Semester Hours

(See PHIL 334.)

WNST 372

Guadalupe, Queen of the Américas

3 Semester Hours

(See CHST 310.)

WNST 373

Women and Religion

3 Semester Hours

(See THST 388.)

WNST 398

Special Studies

1-4 Semester Hours

WNST 399

Independent Studies

1-3 Semester Hours

WNST 411

Women in Film

3 Semester Hours

(See FTVS 473.)

WNST 430

Women in French

3 Semester Hours

(See FREN 432.)

WNST 431

Latin American Women Writers

3 Semester Hours

(See SPAN 443.)

WNST 440

Asian Pacific American Women's Experience

3 Semester Hours

(See APAM 435.)

WNST 445

Sex, Race, and Violence

3 Semester Hours

(See AFAM 435.)

WNST 451

Women and Politics

3 Semester Hours

(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

Latina Feminist Traditions

3 Semester Hours

(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

Sex and Gender in Classical Antiquity

3 Semester Hours

(See CLCV 452.)

WNST 490

Service Learning in Women's Studies

3 Semester Hours

The internship 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

Yoga Studies

YGST 610

Health Science and Yoga

3 Semester Hours

An overview of anatomy and physiology from the Western perspective and Ayurvedic theories of the subtle body, health, and wholeness.

YGST 615

Foundations of Yoga Studies

3 Semester Hours

This course will investigate basic methodological approaches to the academic study of Yoga, with an emphasis on the place of Yoga within theological discourse. It will include a bibliographic survey of primary and secondary sources and engagement with key select resources. Sikh and Christian approaches to Yoga will be included.

YGST 620

Yoga Philosophy: Text and Practice

3 Semester Hours

A close study and discussion of the *Yoga Sūtra* of Patanjali, the *Bhagavad Gītā*, select Upanishads, the *Sāmkhya Kārikā*, the *Yogavāsistha*, and other classical literature.

YGST 625

Sanskrit: The *Yoga Sūtra*

3 Semester Hours

In this course students will translate the sūtras and commentary from Patanjali's seminal text, the *Yoga Sūtra*.

YGST 626

Sanskrit: The *Bhagavad Gītā*

3 Semester Hours

The *Bhagavad Gītā* sets forth the primary practices of philosophical and meditational Yoga, including the ways of Knowledge, Action, and Devotion. We will read select passages, completing the study of various aspects of Sanskrit grammar.

YGST 630

Hatha Yoga Texts

3 Semester Hours

This course in movement and breathing (Āsana and Prānāyāma) will draw from classical texts such as the *Hatha Yoga Pradipikā*, the *Gherhanda Samhitā*, and the *Yoga Sāstra*, with particular attention to practice applications. Requires demonstration of student teaching skills.

YGST 640**Buddhism and Yoga***3 Semester Hours*

Yoga's relationship with Buddhism will be explored with an emphasis on Vispassana, Tibetan Buddhism, and Zen.

YGST 641**Jaina Yoga***3 Semester Hours*

This course will study the Jain traditions of Yoga including Preksha meditation and its emphasis on nonviolence. This course will also immerse the students in Jainism through philosophy, ethics, cosmology, and art. Travel to India is included. NOTE: This is generously subsidized by the International School for Jain Studies which will pay airfare, living expenses, and a stipend.

YGST 695**Comprehensive Exam Seminar***3 Semester Hours*

In this course students will be taught study tactics and will work together in preparation for two comprehensive exams. The first question will demand a demonstration of the breadth of knowledge they have learned, while the second question will focus more specifically on an area of particular interest to the student within Yoga Studies.

YGST 696**Writing and Research Seminar***3 Semester Hours*

This course will guide the students as they write their final thesis. The course will aid them through the process by introducing research methods and writing techniques in order to complete a clear final thesis or research project. Students will be able to help one another as different phases of their given projects will be shared in class.

YGST 698**Special Studies***1-3 Semester Hours***YGST 699****Independent Studies***1-3 Semester Hours***YGST 650****History of Modern Yoga***3 Semester Hours*

Yoga entered European and North American consciousness through the Romantic poets, the New England Transcendentalists, and the world lecture tour of Swami Vivekananda following the Parliament of the World's Religions in 1893.

In the 20th century, Paramahansa Yogananda, Mahatma Gandhi, Swami Sivananda, Swami Krishnamacharya, and many others introduced large groups of people to the principles and practices of Yoga. The course will explore this legacy. Students will be required to demonstrate teaching ability from select traditions.

YGST 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 Sāmkhya, Yoga, Taoism, and Yogācarā Buddhism.

COLLEGE OF BUSINESS ADMINISTRATION COURSES

Accounting

ACCT 2110

Financial Accounting

3 Semester Hours

This is the first course in a two-accounting-course sequence that is required for all business majors. 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.

Prerequisites: BADM 1010, 1020; MATH 111 or 112 or 131, all with a minimum grade of C (2.0).

ACCT 2120

Accounting Information for Decision Making

3 Semester Hours

This course involves study of managerial accounting, in which economic information (both qualitative and quantitative) is used to make strategic business decisions. This course is the second of two introductory accounting courses (business core prerequisite: ACCT 2110, Financial Accounting) required for all business majors and as a prerequisite to all other accounting courses. Managerial accounting information is used to make decisions that guide the organization through planning, organizing, directing, and controlling activities. Strategic decision making requires a future orientation to the information, with relevant and flexible data. This course draws heavily from economics, finance, management, and marketing.

Prerequisites: ACCT 2110; BADM 1010, 1020, 1030; MATH 112 or 131, all with a minimum grade of C (2.0).

ACCT 3110

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 2120 and BADM 1030, both with a minimum grade of C (2.0).

ACCT 3120

Intermediate Accounting II

4 Semester Hours

This course continues the in-depth study of financial accounting and reporting introduced in ACCT 3110. The conceptual and procedural aspects of many of the complex and controversial topics in financial accounting are studied from both the U.S. and an international accounting perspective. Topics include the accounting for property, plant, and equipment, intangible assets, investments, long-term debt, leases, deferred taxes, contingent liabilities and assets stock-based compensation

and several issues relating to stockholders' equity. Coverage of these topics includes an historical perspective, current practice, awareness of limitations in current practice, and possible future directions. Researching accounting issues through the use of the FASB's Codification database is integrated into the course.

Prerequisite: ACCT 3110 with a minimum grade of C (2.0).

ACCT 3130

Cost Management

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 2120 with a minimum grade of C (2.0).

ACCT 3140

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. Various software is utilized 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 2120 and BADM 1030, both with a minimum grade of C (2.0).

ACCT 3197

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. 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.

Prerequisite: ACCT 3110 with a minimum grade of C (2.0).

ACCT 4110

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, and governmental accounting for local and state governments. International financial reporting standards are integrated into the course content as applicable.

Accounting majors only, except by permission of instructor.

Prerequisites: ACCT 3120 with a minimum grade of C (2.0) and 3140.

(See ACCT 5110.)

ACCT 4120

Income Tax Accounting

4 Semester Hours

This is 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 and approval of Associate Dean.

Prerequisite: ACCT 3110 with a minimum grade of C (2.0).

ACCT 4150

Accounting Ethics, Professionalism, and the Public Interest

3 Semester Hours

Accountants and the accounting profession play an important role in society. This 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 will expose students to moral reasoning and ethical decision making in accounting, business, and society. Students will be encouraged to adopt the objectivity, integrity, and ethical standards necessary to serve society as an accounting professional.

Accounting majors only, except by permission of instructor.

Prerequisites: ACCT 3110 and BADM 1020, both with a minimum grade of C (2.0).

ACCT 4160

Auditing

4 Semester Hours

This course covers the Audit Profession and the responsibilities of the Auditor, Ethics and the role of other audit professions. It also covers the tools and techniques for conducting an audit, sampling techniques and their application, the areas to be audited and the reporting requirements after an audit is completed. Discussions are also conducted on the requirements for audits of public companies under Sarbanes-Oxley (2002), the use of technology and its impact on the audit process.

Accounting majors only, except by permission of instructor and approval of Associate Dean.

Prerequisites: ACCT 3120 and ECON 230, with a minimum grade of C (2.0); ACCT 3130 and 3140.

ACCT 4180

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 3110.

ACCT 4198

Special Studies

1-3 Semester Hours

ACCT 4199

Independent Studies

1-3 Semester Hours

ACCT 5110

Advanced Accounting Topics

4 Semester Hours

A graduate study of financial accounting and reporting. Advanced Accounting includes comprehensive coverage of the accounting and reporting for investment activities of businesses. Specific areas covered include: the equity method of accounting for investments; business combinations; the reporting of consolidated financial statements; the recording of foreign currency transaction and hedging risk; the translation of foreign financial statements; the integration of applicable International Financial Reporting Standards with USGAAP; and an introduction to accounting and reporting the activities of state and local governmental units. Individual student research into related advanced accounting areas is expected.

Prerequisites: ACCT 3120 with a minimum grade of C (2.0) and ACCT 3140.

(See ACCT 4110.)

ACCT 5198

Special Studies

3 Semester Hours

ACCT 6110

Financial Reporting—Standard Setting Process and Financial Accounting Theory

3 Semester Hours

This course covers the following topics: the financial accounting standard setting process in the U.S. and internationally; an overview of financial statements, annual reports, and SEC filing requirements; accounting theory and practice; and other corporate financial reporting issues.

Prerequisite: ACCT 3120 or equivalent.

ACCT 6120

Tax Policy, Research, and Practice

3 Semester Hours

This course is an introduction to tax policy, tax practice, and tax research methodology. Topics include the structure of tax systems at various levels of government, including a discussion of the tenets of good tax policy and the process through which tax law is enacted. Economic, social, and political considerations affecting the tax law are discussed, as well as the influence of special interests. The framework within which a tax professional operates is analyzed, including the study of how statutory, regulatory, administrative, and judicial sources of the law are interpreted, applied, and communicated. Included is the use of electronic tax research methodology as well as a discussion of administrative procedures with emphasis on the IRS audit and appeals process. Professional ethics for the tax practitioner is also covered.

Prerequisite: ACCT 4120 or equivalent.

ACCT 6130

Accounting Information, Analysis, and Evaluation

3 Semester Hours

This course involves the study of how accounting measures, systems, and controls are used to 1) help implement strategy and manage risks effectively, and 2) govern, incentivize and adapt those strategies. Planning, budgeting, and analysis further support key decision making by linking performance trends with a future orientation toward planning, budgeting, evaluation, and influencing decisions that create value for stakeholders. Ethical dimensions are examined, in addition to leading practices for integrating accounting with organizational goals, transparency, communications, accountability, and rewards, including impacts on risk detection, fraud, and internal/external audit planning.

Prerequisite: ACCT 3130 or equivalent.

ACCT 6150**Accounting Ethics, Professionalism, and the Public Interest***3 Semester Hours*

Accountants play an important role in society. Their role is examined in this course through an in-depth study of accounting ethics, professionalism, and the public interest. Students 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 exposes students to moral reasoning and ethical decision making and encourages students to adopt the objectivity, integrity, and ethical standards necessary to serve society as an accounting professional.

Prerequisite: ACCT 3110 or equivalent.

ACCT 6160**Advanced Auditing***3 Semester Hours*

This course examines advanced topics in financial statement auditing, such as: influence of capital market intermediaries, auditor litigation, due diligence of issues and clients, detecting errors and fraud, analytical procedures, impairment reviews, going-concern assessment, integrating substantive audit procedures with COSO, Sarbanes-Oxley prescribed reviews of internal controls over financial reporting, risk detection and assessment/quantification, and hands-on computer assisted audit tools and techniques (CAATs).

Prerequisite: ACCT 4160 or equivalent.

ACCT 6197**Internship Experience***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. 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.

ACCT 6198**Special Studies***1-3 Semester Hours***ACCT 6199****Independent Studies***1-3 Semester Hours*

Applied Information Management Systems

AIMS 2710**Management Information Systems***3 Semester Hours*

This course is designed to introduce students to the key concepts in MIS (Management Information Systems) and to enhance understanding of the issues that business organizations face when developing and managing information systems. The course will examine the fundamental principles associated with IT development and management and the increasing impact of information technology in business organizations. The field is in a state of flux, so the course will also examine emerging technologies and IT trends. By completing the course, students should be better equipped to make IT-related decisions, to participate in IT projects, and to communicate more knowledgeably with IT experts.

Must be taken in residence at LMU.

Prerequisite: BADM 1030 with a grade of C (2.0) or higher.

AIMS 3710**Database Management Systems***3 Semester Hours*

This course is intended for the student who wishes to become more proficient at developing and managing database applications. It is designed to provide an introduction to the conceptual foundations underlying database management systems, with an emphasis on its applications in business and organizations. The course begins with an introduction to the fundamental principles of database design—from data modeling to the actual implementation of a business application. Particular emphasis will be placed on the careful planning and analysis of business needs, which will lead to the appropriate development of an Entity-Relationship Model. Using these principles, each student will design and implement a database application using Access. This part of the course will employ lectures describing database theory, as well as hands-on tutorials demonstrating database concepts using Access. The second part of the course will further investigate the relational model, which is the basis for the most popular DBMS products on the marketplace today (i.e., Oracle, SQL Server, MS Access, Sybase). Topics to be studied include relational algebra, Structured Query Language (SQL), and maintaining data integrity in a relational design. In addition, important managerial concerns will be covered including database administration and the management of multi-user databases. No prior knowledge of database management systems is required, although a strong aptitude for computer-related work is helpful.

Prerequisites: ACCT 3140 or AIMS 2710; BADM 1030 or consent of instructor and approval of Associate Dean.

AIMS 3720**Systems Analysis and Design***3 Semester Hours*

The course deals with fundamental concepts and issues in object-orientation essential for the development of application systems. Emphasis is placed on use of Use Cases to gather the information requirements for the application system and to model the software system using object-oriented (OO) modeling techniques. The course also emphasizes approaches to produce correct and flexible models. The Unified Modeling Language (UML) notation is used throughout to document the analysis and design process. The roles of the analyst(s), the designer(s), and the user(s) are discussed.

Prerequisites: ACCT 3140 or AIMS 2710; BADM 1030, all with a minimum grade of C (2.0) or consent of instructor and approval of Associate Dean.

AIMS 3730**Programming for Business Applications**

3 Semester Hours

This course is an introduction to programming with an emphasis on its business application capability. Students will learn the basic techniques of programming from concepts to code. The objectives of this course are: making students comfortable with fundamental programming terminology and concepts, including data type, input/output, control statements methods, arrays, strings and files; giving students hands-on practical experience with modeling and problem solving; and illustrating to students how such models are translated into working business applications.

Prerequisites: ACCT 3140 or AIMS 2710; BADM 1030, or consent of instructor and approval of Associate Dean.

AIMS 3770**Production Operations Analysis***3 Semester Hours*

This course will introduce students to decision making and model building in the management of operations which create products and/or services. The principles of Operations Management apply throughout the world to all productive enterprises. It doesn't matter if a good or a service is being produced, efficient production methods require the effective application of the concepts, tools, and techniques that are covered in this course. Hands-on learning is an important feature of the course. For each topic, a case analysis requires the use of Excel and/or other specialized operations management software to reinforce the underlying theoretical details.

Prerequisites: ECON 105 or 110, 230; MATH 112 or 131, all with a minimum grade of C (2.0) or higher and ACCT 3140 or AIMS 2710.

AIMS 3797**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. 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.

AIMS 4720**Object-Oriented Programming***3 Semester Hours*

The course covers fundamental concepts in OO programming using the Java language. Objects represent entities in the real world with properties whose values define their states, and with methods that describe the operations that can be performed on the objects. Objects can interact with each other by sending and receiving messages among themselves. In Java, the objects are represented as program modules, which encapsulate some portion of the objects' characteristics and operations or behavior. The course will tackle basic concepts dealing with object-oriented problem-solving and software development. Students will learn problem-solving skills and apply them to real-world program design and construction in the Java language.

Prerequisites: ACCT 3140 or AIMS 2710; BADM 1030, all with a minimum grade of C (2.0).

AIMS 4730**Business Data Communications***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 3140 or AIMS 2710 or consent of instructor and approval by Associate Dean.

AIMS 4740**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, and financial planning and portfolio management will be provided.

(See FNCE 4440.)

Prerequisites: AIMS 3770 and FNCE 3410.

AIMS 4750**Web-based Development***3 Semester Hours*

This course will introduce students to Web-based Development using various web design and development software as well as programming languages. The emphasis is on the business use of the web and its integration with business strategy and activities along with developing skills in creating effective web sites. The course will teach the students the basics of web development and will introduce them to the Mobile Web and Mobile Application development. Students will also learn about the current developments taking place in this area.

Prerequisite: ACCT 3140 or AIMS 2710.

AIMS 4760**Analytics and Business Intelligence***3 Semester Hours*

Current management practices place an increasing dependence on the use of information to *manage* a business—business intelligence tools and systems play a critical role in this regard. To help managerial decision makers do their job effectively, it is necessary to understand the decision making process, the nature of data/information used in the decision making process and the role of information technology (in particular, business intelligence technologies) in that process. The course focuses on data mining, data warehousing and aspects of knowledge management along future directions and development of business intelligence tools in the context of business networks and collaborative online environments.

Prerequisite: ACCT 3140 or AIMS 2710.

AIMS 4770**Information Technology Security***3 Semester Hours*

This course will introduce students to Information Technology Security in the corporate setting through various hands-on practice/experiments as well as Harvard Business School cases. The emphasis is on the business use of information security knowledge and its integration with business strategy and process along with developing skills in measuring information security, identifying security vulnerabilities, managing security risks, monitoring and preventing potential security breaches, and creating secured business practice procedures. The course will teach the students the basics of Information Technology Security and will introduce them to theory and technology of wireless network security, e-commerce security, securing online advertising as well as business continuity and disaster recovery.

Prerequisite: ACCT 3140 or AIMS 2710.

AIMS 4797**Capstone Project**

3 Semester Hours

This course will enable students to practice team-oriented problem-solving skills in the context of undertaking and completing a complex IT project, and to demonstrate their knowledge and understanding of IT concepts and techniques in tackling analysis, design, and implementation of solutions to complex IT problems. The course will enable students to acquire and demonstrate their understanding, use, and proficiency in project management skills related to tackling IT projects, and to practice their written and oral communication skills in the write-up and presentation of their projects.

Consent of instructor required.

AIMS 4798**Special Studies****1-3 Semester Hours****AIMS 4799****Independent Studies****1-3 Semester Hours**

Requires approval of the Associate Dean.

Business Administration**BADM 1010****Business Perspectives—Business Institutions****1 Semester Hour**

This course covers the Choice and Decision Making framework within the context of a free market economy. Students will be exposed to the role of managers in organizations and the basic agency theory. Students will learn the underlying structure of decision making and concepts of incentive and reward systems. Students will be introduced to the business institutions and the career opportunities in each segment of the free market economy. An overview of economic and business crises in recent history and the role of government in dealing with market failure will be briefly explored.

The objectives of this course are:

- To provide business students with a world view of business organizations in a free society;
- To provide a general understanding of the role of management in business, not-for-profit, and governmental organizations;
- To explain the role of competition, risk, and information in the free market setting;
- Discuss the interaction of regulation and businesses in a market economy;
- To understand the individual choice process and role of the individual in a free society.

Required for ALL majors in the College of Business Administration.

BADM 1020**Business Perspectives—Introduction to Ethical Decision Models****1 Semester Hour**

This course covers two general topics that will be modified slightly based on individual faculty perspectives and style. The first part of the course deals with a variety of legal, social, and institutional dimensions of the environment in which business is conducted. This will include:

- The relationship between business and the society natural environment in which it operates;
- The relationship between business and the values of the society; the legal and business context in which we find "ethics" in today's workplace—corporate ethics programs, the Federal

Sentencing Guidelines for Organizations, Sarbanes-Oxley, and other business regulations;

- The relationship between business, society, and Jesuit values.

The second part of the course aims to help students learn how to work with two different approaches to ethical reasoning:

- A "values" approach (which echoes the "virtue ethics" approach taken by most corporate ethics programs), and
- An approach that connects with the methodology students will be exposed to in their ethics requirement (a secular approach based on an analysis of both the consequence of actions and the intrinsic merit of the actions themselves).

The objective of this course is introducing our students to the centrality of ethics in our mission, and importance of ethical standards in the business leaders' decision process.

Required for ALL majors in the College of Business Administration.

BADM 1030**Business Perspectives—Information Technology in Organizations****1 Semester Hour**

This course provides an introduction to information technology and computing with emphasis to its applications in business and organizations.

The course will be devoted to *problem-solving* and acquiring *personal productivity software skills* essential for effective and efficient use of IT in business and organizations. Emphasis is on use of the computer in problem-solving, and will be hands-on in a laboratory setting. The course is designed to cover the following:

- *Application software use to solve problems:* Problem-solving/analytical skills—mental processing/logical thinking stage, procedure development, e.g., uses of control structures and flowcharting techniques in developing business procedures, etc. Use of spreadsheet, e.g., Excel, in modeling and data analysis; spreadsheet calculations—use of Excel and user-defined functions, what-if type analysis; use of graphs—creating and editing charts, and printing worksheets, etc.
- *Information Technology use for knowledge workers:* Use of knowledge work productivity software, e.g., Excel; what is knowledge work and knowledge workers—analysis of individual knowledge work tasks/activities of, for example, managers, accountants, financial analysts, lawyers, etc.; knowledge workers and information management; collaboration among knowledge workers—analysis of work activities and information requirements or management, etc.; data organization, access and management of internal organizational data and external data—role of IT, e.g., Internet and WWW in knowledge worker productivity.
- *The Internet and WWW:* Operation and functional uses; IP addresses, datagrams, domain names, TCP/IP; and the World Wide Web, use of URLs, browsers, and search engines—for information searches, etc.

The objectives of this course are:

- To introduce students to the important concepts and terminology fundamental to an understanding and appreciation of information technology and its uses in business and organizations.
- To establish a firm foundation and proficiency in problem-solving skills in computing using flowcharting techniques, acquiring personal productivity skills in the use of application software packages, in particular, Excel for spreadsheet modeling and analysis, and the use of the Internet and the WWW for communication, information searches, and collaboration with other workers in an organizational setting.

Required of ALL majors in the College of Business Administration.

Prerequisite: BADM 1010 with a minimum grade of C (2.0).

BADM 1040**Business Perspectives—Globalization***1 Semester Hour*

This course is designed to provide freshman or sophomore students with knowledge of the critical aspects of globalization, key trends in the global economy, and build an appropriate educational plan at the early stage of their college years.

The objectives of this course are:

- To introduce students to the driving forces behind globalization and evaluate how globalization has affected the U.S. economy.
- To discuss our main trading partners and investors along with the key trends in international trade and foreign direct investment. Additionally, the course addresses the key players and their roles in the global economy.

Through an in-depth analysis of these issues, students are expected to learn:

- The current trends and future prospects of the global economy.
- The meaning of globalization and its impacts on the U.S. economy as well as career implications of global economy.

Required for ALL majors in the College of Business Administration.

Prerequisite: BADM 1020 with a minimum grade of C (2.0).

BADM 3010**Analytical Concepts and Methods for Business***3 Semester Hours*

The course is meant as an introductory basis for students seeking a minor in Business Administration. Topics will include fractions, decimals vs. percentages, Excel spreadsheets vs. calculators, future and present value, interest rates, compounding, credit terms in personal finance, probabilities, weights, mean or expected value, statistics, variance, standard deviation, sample vs. population statistics, correlation and covariance, and linear estimations.

Required for ALL Business Administration minors.

BADM 3020**Economic Environment, Marketing, and Business Law Concepts***3 Semester Hours*

This is a basic course in economics, marketing, and business law which will give the Business Administration minor student an introduction to the three subjects. After taking this course, the student will be prepared to take more advanced courses in the various subjects covered.

Required for ALL Business Administration minors.

BADM 3030**Key Concepts of Accounting and Finance***3 Semester Hours*

This course provides a timely and relevant introduction to key accounting and finance concepts. With a focus on strategic techniques for decision making in the corporate environment, it aims to provide students with a general, real-world understanding of financial statements, budgeting, financial analysis, managerial accounting, valuation, financial markets, investments, risk, ethics, and how firms raise capital.

Required for ALL Business Administration minors.

Prerequisite: BADM 3010.

BADM 3040**Management and Society: Issues in Strategic and Ethical Management***3 Semester Hours*

Management and Society is an introductory course which covers the role of business in our society and the principles of management and organizational behavior. Basic concepts such as the role of management (focused on planning, organizing, leading, and controlling) and theories of organizations will be explored while considering the impact on and involvement of stakeholders, the importance of ethics, influence of business-government relations, issues in corporate governance, and the significance of long-term sustainability.

Required for ALL Business Administration minors.

Prerequisite: BADM 3020.

BADM 4950**Business and Social Responsibility in the Global Economy***3 Semester Hours*

This is an applied course that focuses on the interactions of business, government, and societal institutions. Particular attention is directed to such topics as economic systems, stakeholder management, political and legislative process, sustainability, and corporate governance. Themes of ethics, social responsibility, and leadership will be emphasized. There are two specific goals: 1) The student grasps the broad issues of corporate social responsibility and 2) The student develops decision making skills needed to lead a corporation to productive solutions.

Must be taken in residence at LMU.

Senior standing required.

Required for ALL majors in the College of Business Administration.

Prerequisites: BADM 1010, 1020, 1030, 1040, all with a letter grade of C (2.0) or higher; BLAW 2210; MGMT 3610; one course from PHIL 320-330.

BADM 4970**Strategic Management***3 Semester Hours*

This is an applied course that develops strategic thinking skills to enable managers to position the business to achieve and sustain superior competitive performance. This course addresses issues of both strategy design and implementation in the complex global economic environment. The course requires students to draw upon and integrate knowledge and skills developed throughout their business education.

Must be taken in residence at LMU.

Senior standing required.

Required for ALL majors in the College of Business Administration.

Prerequisites: AIMS 3770; FNCE 3410; MGMT 3610; MRKT 3510.

BADM 4998**Special Studies***1-3 Semester Hours***BADM 4999****Independent Studies***1-3 Semester Hours*

Requires approval of the Associate Dean.

Business Law

BLAW 2210

Legal and Regulatory Environment

3 Semester Hours

A survey course on the general concepts found in Business Law. The student will be exposed to legal, ethics, and regulatory terminology, concepts, and reasoning found when working within the business and government environment.

Prerequisites: BADM 1010 and 1020, both with a grade of C (2.0) or higher.

BLAW 3210

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 2210.

BLAW 3270

Marketing Law

3 Semester Hours

To acquaint students with fundamental concepts, principles, and rules of marketing law that concern marketers and consumers in day-to-day activities, in private business relationships, and in their relationship with government. The course will focus on various legal constraints, problems and ramifications which should be recognized and addressed by marketers when making pricing, product, promotion, and distribution decisions.

(See MRKT 3570.)

Prerequisites: BLAW 2210 and MRKT 3510.

BLAW 4210

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 2210.

BLAW 4220

Employment Law

3 Semester Hours

This course provides a broad overview of federal and state employment laws, administrative agency regulations, and judicial decisions that govern the management of human resources. It provides a framework for the analysis and implementation of procedures that impact the employer-employee relationship in the workplace. Topics include the rules for proper advertising, screening, interviewing, and hiring of applicants; an analysis of the procedures that shape the training, promotion, discipline, and termination of employees; grievance handling, anti-discrimination laws, employee rights, health and safety regulations, leaves of absence, harassment prevention, regulatory compliance, and administrative adjudication of claims.

(See MGMT 4620.)

Prerequisite: BLAW 2210.

BLAW 4230

Sports Law

3 Semester Hours

Sports Law is a practical course that focuses on the nature, formation, and application of traditional legal concepts in relation to sports as a business and social entity. This upper division elective provides a comprehensive introduction to the different dimensions of the legal environment and their influence on the business of sports.

Prerequisite: BLAW 2210.

BLAW 4240

Real Estate Law

3 Semester Hours

A study of the legal aspects involved in real estate ventures. This course 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 2210.

BLAW 4250

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.

(See INBA 4850.)

Prerequisites: BLAW 2210 and INBA 3810.

BLAW 4298

Special Studies

1-3 Semester Hours

BLAW 4299

Independent Studies

1-3 Semester Hours

Entrepreneurship

ENTR 3310

Introduction to Entrepreneurship

3 Semester Hours

This course is designed to introduce students to entrepreneurship as an integral part of our economy at the local, regional, national, and global level. Students will learn about the processes involved in taking entrepreneurial ideas from conception to new venture launch, with emphasis placed on the creativity, critical thinking skills, and flexibility essential to recognizing business opportunities and assessing those opportunities' feasibility in uncertain, dynamic markets. At a more detailed level, students will be exposed (through readings and experiential exercises) to issues of creativity and innovation, feasibility analysis, "proof of concept" development, and new venture leadership.

Junior standing required.

Prerequisites: BADM 1010, 1020, all with a minimum grade of C (2.0).

ENTR 3330**Social Entrepreneurship***3 Semester Hours*

In this course, students are introduced to the field of social entrepreneurship—the process of using an entrepreneurial mindset and business skills to create innovative approaches to societal problems. We explore the social entrepreneurship landscape and examine the latest innovations in business models, legal forms, financing alternatives, and management strategies. Students are expected to identify their passions and work on relevant business ideas or field projects that will equip them with hands-on experience.

Junior standing required.

Prerequisites: BADM 1010 and 1020, both with a minimum grade of C (2.0), and ENTR 3310.

ENTR 3350**New Venture Creation***3 Semester Hours*

This course is designed to provide students with a hands-on opportunity to learn how a new venture opportunity is developed. In the process of completing a business plan, students will 1) learn to think critically about business concepts, and 2) complete primary and secondary research about fundamental strategic, operational, financial, marketing, and HR issues.

Prerequisite: ENTR 3310.

ENTR 3380**Small Business Management***3 Semester Hours*

This integrative course allows students to combine skills learned in all business disciplines. The focus is on the identification and analysis of operating problems confronting the small business manager.

Junior standing required.

Prerequisites: BADM 1010 and 1020, both with a minimum grade of C (2.0), and ENTR 3310.

ENTR 3397**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. 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.

ENTR 4310**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.

(See FNCE 4410.)

Prerequisites: ENTR 3310 and FNCE 3410.

ENTR 4320**Real Estate Finance, Investment, and Entrepreneurship***3 Semester Hours*

This course introduces students to gathering relevant data (both primary and secondary data) to build financial models for analyzing, interpreting, and making decisions on evaluation of alternative real estate investment opportunities with alternative financial structures. Hands-on entrepreneurial learning makes use of cases, gathering primary data, financial modeling, and estimating the most an investor should pay for a specific property. More specifically, this course includes determining a property's "investment value," financing strategy, risk analysis, taxation, market area supply and demand analysis by property type (e.g., single-family homes, apartments, office, retail, warehouses, and other industrial properties), alternative investment ownership (e.g., sole proprietorships, REITs, Limited Partnerships, LLCs, etc.), as well as evaluating alternative financing instruments in both primary and secondary markets.

(See FNCE 4420.)

Prerequisites: ENTR 3310 and FNCE 3410.

ENTR 4340**International Entrepreneurship***3 Semester Hours*

This course 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. The course includes a feasibility study of an international small business venture start up, case study, and experiential learning.

(See INBA 4840.)

Prerequisites: BADM 1040, ENTR 3310, and INBA 3810.

ENTR 4370**Product and Business Design***3 Semester Hours*

This course, a joint venture between LMU and OTIS College of Design, provides an overview of the key concepts, frameworks, and issues in product design and development. Students are expected learn to work effectively in an interdisciplinary team to construct a business concept, design a new product, and complete a prototype.

Prerequisite: ENTR 3310.

ENTR 4381**Managing New Ventures***3 Semester Hours*

This course is designed to provide students with theoretical and practical knowledge about new and young businesses. Print and live cases will be used to facilitate in-depth exploration of the typical start-up, operating, and growth challenges facing entrepreneurial companies. Guest speakers (founders of or investors in new ventures) will share their entrepreneurial journeys. Students will participate in a team project where they meet with the founder(s) of a local entrepreneurial venture, identify key challenges facing that venture, and develop an in-depth plan to address those challenges.

Prerequisite: ENTR 3310.

ENTR 4398**Special Studies***1-3 Semester Hours*

ENTR 4399**Independent Studies***1-3 Semester Hours*

Requires approval of the Associate Dean.

Finance**FNCE 3410****Fundamentals of Finance***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 2120; BADM 1010, 1020; ECON 105 OR ECON 110 and 120; ECON 230; MATH 112, all with a minimum grade of C (2.0).

FNCE 3420**Investments***3 Semester Hours*

The course will examine the sources and demand for investment capital, investment policy, and procedures for the analysis of security evaluation. Students will become competent in stock and bond valuation, capital asset pricing, options, portfolio computation, performance evaluation, and foreign exchange. Students will become familiar with investment statistics, primary and secondary markets, tax consequences, retirement planning, market efficiency, macroeconomics, and financial statement analysis.

Prerequisites: ACCT 2110, 2120; FNCE 3410.

FNCE 3430**Financial Policy***3 Semester Hours*

This course focuses on corporate finance decision making using finance cases to analyze financial policies and problems of business enterprises as well as investment issues related to maximizing corporate value. Students will develop advanced skills in corporate value/shareholder wealth maximization including learning tools and concepts employed in analyzing and managing financial risk. Students obtain hands-on experience in the conduct of financial policy analysis through completion of a mergers and acquisitions project. Skills learned are especially applicable to employment in firms in all industries including investment banking.

Prerequisite: FNCE 3410.

FNCE 3440**Mergers and Acquisitions***3 Semester Hours*

This course will introduce students to the merger and acquisition process and alternative restructuring strategies including business alliances, divestitures, spin-offs, split-offs, carve-outs, and bankruptcy. The student will learn to develop acquisition plans as part of an investment banking team charged with implementing a firm's business strategy. The team will be responsible for valuing the target firm, negotiating and structuring the deal, and for resolving common tax, payment, accounting, and legal issues arising during transactions.

Prerequisite: FNCE 3410.

FNCE 3497**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. 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.

FNCE 4410**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.

(See ENTR 4310.)

Prerequisite: FNCE 3410.

FNCE 4420**Real Estate Finance, Investment, and Entrepreneurship***3 Semester Hours*

This course introduces students to gathering relevant data (both primary and secondary data) to build financial models for analyzing, interpreting, and making investment decisions based upon evaluation of alternative real estate investment opportunities. Hands-on entrepreneurial learning makes use of cases, involvement of commercial real estate professionals, gathering primary data, risk analysis, and estimating the most an investor should pay for a property. More specifically, this course includes determining a property's after-tax cash flows, "investment value," and financing strategy based upon market area supply and demand analysis by property type (e.g., single-family homes, apartments, office, retail, warehouses, and other industrial properties), taking into account alternative investment ownership (e.g., sole proprietorships, REITs, Limited Partnerships, LLCs, etc.) and different financing instruments.

(See ENTR 4320.)

Prerequisite: FNCE 3410.

FNCE 4430**Capital Markets***3 Semester Hours*

This course studies the history and need for different financial markets and institutions. The course introduces students to the basics of financial markets and institutions. The key topics include the role of financial markets and institutions, the structure of the financial system, the history and role of the Federal Reserve, and the structure of various financial markets (equity, money, bond, mortgage). The financial institutions component studies the role that different institutions play within each financial market. A recurring theme throughout the course is the concept of information asymmetry, which we will apply to understand salient features of the financial landscape.

Prerequisite: FNCE 3410.

FNCE 4440**Financial Modeling for Decision Support***3 Semester Hours*

This course introduces spreadsheet modeling, programming skills, and advanced quantitative analysis tools to support financial decision-making. Hands-on experience in the development of financial forecasting, simulation, and optimization models for applications in valuation, cash budgeting, and portfolio structuring will be provided.

(See AIMS 4740.)

Prerequisites: AIMS 3770 and FNCE 3410.

FNCE 4470

Multinationals and the Third World

3 Semester Hours

This course examines business activity by multinationals corporations in Third World countries focusing on conventional theory and practices of multinational enterprise, user-friendly shareholder wealth maximization, multinational finance, and corporate ethics. Issues of analysis include technology transfer, institutional arrangements, entry strategy and entry options, host country bargaining power, shareholder wealth maximization, workplace protection, financing decisions, direct foreign investment, and business ethics.

(See INBA 4870.)

Prerequisites: FNCE 3410 and INBA 3810.

FNCE 4480

International Finance

3 Semester Hours

This course introduces students to international business finance and the workings of international financial markets. The principal objective of the course is for students to develop an understanding of the basic tools of financial decision making in an international environment. Key topics of study include exchange rate determination, relationships between inflation, interest rates, and exchange rates, risk management, multinational capital budgeting, and international portfolio theory.

(See INBA 4880.)

Prerequisites: BADM 1040, FNCE 3410, INBA 3810.

FNCE 4491

Student Investment Fund: Security Analysis

3 Semester Hours

This course is Part I of the Student Investment Fund (SIF) Program. In this one-year program, the students gain hands-on experience in managing the Student Investment Fund by learning the theory and practice of securities investment and portfolio management within an academic context, enhanced by the frequent interaction with individuals and institutions engaged in the money management industry. While the focus of Part I is stock valuation using absolute and relative valuation models, this course will also familiarize the students with topics covered in a typical investment course such as financial markets and financial instruments as well as investment concepts and theory, including risk and return, diversification, Capital Asset Pricing Model, etc.

Prerequisite: FNCE 3410.

FNCE 4492

Student Investment Fund: Portfolio Management

3 Semester Hours

This course is Part II of the Student Investment Fund (SIF) Program. In this one-year three-course program, the students gain hands-on experience in managing the Student Investment Fund by learning the theory and practice of securities investment and portfolio management within an academic context, enhanced by the frequent interaction with individuals and institutions engaged in the money management industry. While the students continue to apply what they have learned in Part I of the program to stock analysis and investment, the main focus of this part of the program is the application of portfolio theory to portfolio formation and performance measurement. The course culminates with the production and presentation of the SIF Annual Report at the end of the semester. Additionally, the students will also learn investment topics that are

not covered in Part I, including analysis and management of bonds and an overview of derivative securities.

Prerequisite: FNCE 4491.

FNCE 4493

Student Investment Fund: Investment Research Lab

3 Semester Hours

This course is Part III of the Student Investment Fund (SIF) Program. In this one-year program, the students gain hands-on experience in managing the Student Investment Fund by learning the theory and practice of securities investment and portfolio management within an academic context, enhanced by the frequent interaction with individuals and institutions engaged in the money management industry. The focus of this course is experiential learning via the application of the theories covered in both Parts I and II of the program to the analysis and investments of stocks and management of the SIF portfolio, utilizing the databases and software available.

Prerequisite: FNCE 3410.

FNCE 4498

Special Studies

1-3 Semester Hours

FNCE 4499

Independent Studies

1-3 Semester Hours

Requires approval of the Associate Dean.

International Business Studies

INBA 3810

International Business

3 Semester Hours

This course introduces students to international business environments, concepts, and practices. In order to understand complex issues related to global economy, students will learn about national and regional differences in political, economic, and socio-cultural systems. To acquire skills and knowledge necessary for managing international business operations, students will study international trade and investment theories and policies, foreign exchange mechanisms and markets, as well as global strategies in manufacturing, marketing, and human resources management.

Prerequisites: ECON 105 or ECON 110 and 120 and BADM 1040, all with a letter grade of C (2.0).

INBA 4830

International Management

3 Semester Hours

Different economic, political, and socio-cultural environments around the world challenge managers with opportunities and risks. The goal of this course is to help students achieve a general understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts. Students will learn how national economies are intertwined as never before, competition is increasingly global, and firms have become international in their sales, production, investment, financing, and sourcing.

(See MGMT 4630.)

Prerequisites: BADM 1040, INBA 3810, MGMT 3610.

INBA 4840**International Entrepreneurship***3 Semester Hours*

This course 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. The course includes a feasibility study of an international small business venture start up, case study, and experiential learning.

(See ENTR 4340.)

Prerequisites: BADM 1040 and INBA 3810.

INBA 4850**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.

(See BLAW 4250.)

Prerequisites: BLAW 2210 and INBA 3810.

INBA 4870**Multinationals and the Third World***3 Semester Hours*

This course examines business activity by multinationals corporations in Third World countries focusing on conventional theory and practices of multinational enterprise, user-friendly shareholder wealth maximization, multinational finance, and corporate ethics. Issues of analysis include technology transfer, institutional arrangements, entry strategy and entry options, host country bargaining power, shareholder wealth maximization, workplace protection, financing decisions, direct foreign investment, and business ethics.

(See FNCE 4470.)

Prerequisites: BADM 1040, FNCE 3410, INBA 3810.

INBA 4872**Managing a Global Workforce***3 Semester Hours*

This course helps students recognize important human resource management (IHRM) issues underlying current international and global business conditions, as well as understand key IHRM challenges and practices (e.g., cross-cultural management, managing international assignments, global talent management) relevant to effective strategic management and business development in important countries and regions of the global economy. In addition, personal competencies and international issues are examined that are relevant to students' own future careers within the global workforce.

(See MGMT 4672.)

Prerequisites: BADM 1040, INBA 3810, MGMT 3610.

INBA 4880**International Finance***3 Semester Hours*

This course introduces students to international business finance and the workings of international financial markets. The principal objective of the course is for students to develop an understanding of the basic tools of financial decision making in an international environment. Key topics

of study include exchange rate determination, relationships between inflation, interest rates, and exchange rates, risk management, multinational capital budgeting, and international portfolio theory.

(See FNCE 4480.)

Prerequisites: BADM 1040, FNCE 3410, INBA 3810.

INBA 4898**Special Studies***1-3 Semester Hours***INBA 4899****Independent Studies***1-3 Semester Hours***Management****MGMT 3610****Managing People and Organizations***3 Semester Hours*

This course provides future leaders and managers with a basic understanding of theories and principles of Organizational Behavior (OB) and their practical applications in critical Human Resources Management (HRM) responsibilities for the effective management of employees, teams, and organizations. Included are key and socially responsible management practices in planning, organizing, and controlling for achieving organizational goals and objectives, as well as in creating a high quality work environment for attracting, developing, and retaining human talent.

Prerequisites: BADM 1010 and 1020, both with a minimum grade of C (2.0).

MGMT 3620**Management Skills***3 Semester Hours*

This course provides an opportunity to develop key managerial skills at the personal, interpersonal, group, and organizational levels for promoting effective workforce development and ongoing organizational success. An emphasis will be upon applied, experiential learning in critical performance areas related to communication skills, work design, self-awareness and career development, thinking style and creative problem-solving, emotional intelligence, team effectiveness, employee training, coaching and performance management, and organization performance problem diagnosis.

Prerequisite: MGMT 3610.

MGMT 3630**Social Network Analysis for Managers***3 Semester Hours*

This course explores managing performance through understanding mechanisms of coordination and control. We will consider how managers and organizations can benefit from the coordination of both individual network contacts and organization level contacts such as strategic partnerships. We will analyze social organizations through network methods. We will cover topics including Trust and Reputation, Organizational Roles, Team Work, Organization Change, Virtual Network, and Diffusion.

Prerequisite: MGMT 3610.

MGMT 3640**Managing Diversity**

3 Semester Hours

The effective management of diversity in the workplace provides several benefits to our society, economy, and nation. The reality is that issues around diversity have been controversial. Due to the changing of demographics, increasing global business, and technological innovations, the composition of the workforce of today and in the future will be much more diverse, and the business challenges and opportunities will be unique. The goal of diversity in the workplace and inclusion is that new faces, differing points of view, life experiences, and cultural values will be seen as attributes that help our social, economic, and government organizations achieve their goals and objectives.

Prerequisite: MGMT 3610.

MGMT 3670**Training and Development***3 Semester Hours*

The effective management of diversity in the workplace provides several benefits to our society, economy, and nation. The reality is that issues around diversity have been controversial. Due to the changing of demographics, increasing global business, and technological innovations, the composition of the workforce of today and in the future will be much more diverse, and the business challenges and opportunities will be unique. The goal of diversity in the workplace and inclusion is that new faces, differing points of view, life experiences, and cultural values will be seen as attributes that help our social, economic, and government organizations achieve their goals and objectives.

Prerequisite: MGMT 3610.

MGMT 3680**Mentoring and Management***3 Semester Hours*

This course will help students increase professional skills by connecting them with a mentor. Students will be asked to formulate specific developmental goals that the mentor can provide with assistance in reaching. A broad overview to careers theory in general, and mentoring theories and practices in particular, will be provided. In addition to structured mentoring learning experiences, students will also have the opportunity to develop important work skills in planning, organizing, and managing a project. In some cases, mentors may involve protégés in projects related to their profession that will enable students to gain valuable hands-on experience. There may also be some projects available with non-profits and the First Year program on campus through collaboration with the Center for Service and Action for students and mentors to work on together. In this way, the class will embody the LMU mission of men and women in service for others. The first part of the class will be structured around addressing three basic questions: 1) Who am I? 2) What do I want (goals)? and 3) What is my plan for getting what I want and how will I give back? Students will answer each of these three questions by completing standardized assessments, undertaking a rigorous self reflection, setting developmental goals, enhancing career-related skills, and by completing a professional development project.

Prerequisite: MGMT 3610.

MGMT 3697**Internship***1 Semester Hour*

This one-semester-hour course helps students achieve a worthwhile learning experience relevant to their career interest. The internship, conducted with an off-campus organization, and associated reflective assignments, will help students gain insights for enhancing previous classroom learning and for future career planning.

MGMT 4610**Leadership***3 Semester Hours*

This course focuses on the role of leadership and leaders in organizations. Main topics include sources and uses of power, leadership traits, leadership styles and behaviors, contingency theories, team leadership, leadership development. Lectures, discussions, case studies, videos, and experiential exercises will be part of the course.

Prerequisite: MGMT 3610.

MGMT 4620**Employment Law***3 Semester Hours*

This course provides a broad overview of federal and state employment laws, administrative agency regulations, and judicial decisions that govern the management of human resources. It provides a framework for the analysis and implementation of procedures that impact the employer-employee relationship in the workplace. Topics include the rules for proper advertising, screening, interviewing, and hiring of applicants; an analysis of the procedures that shape the training, promotion, discipline, and termination of employees; grievance handling, anti-discrimination laws, employee rights, health and safety regulations, leaves of absence, harassment prevention, regulatory compliance, and administrative adjudication of claims.

(See BLAW 4220.)

Prerequisites: BLAW 2210 and MGMT 3610.

MGMT 4630**International Management***3 Semester Hours*

Different economic, political, and socio-cultural environments around the world challenge managers with opportunities and risks. The goal of this course is to help students achieve a general understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts. Students will learn how national economies are intertwined as never before, competition is increasingly global, and firms have become international in their sales, production, investment, financing, and sourcing.

(See INBA 4830.)

Prerequisites: BADM 1040, INBA 3810, MGMT 3610.

MGMT 4640**Cross-Cultural Leadership***3 Semester Hours*

This collaborative course examines what constitutes "effective" leadership across cultures, how to be an inclusive leader, and how to lead diverse groups. Students will be asked to describe leadership in particular cultures based on their research and/or personal experiences. The goal is to prepare students for leadership assignments outside their native countries and/or in cross-cultural teams.

Prerequisite: MGMT 3610.

MGMT 4650**Compensation and Rewards***3 Semester Hours*

This advanced management elective deals with such topics as wage and salary administration, benefits administration (U.S. and international), performance management, governmental and legal issues, and budgeting and administration. The course presents practical tools, methods, and a systems perspective to help students understand the role of compensation (base pay and total compensation) in human resource management. Knowledge and skill development from this course is important for future HR professionals and general managers alike. Additionally, this course examines various theories, strategies, and actual practices of employee total compensation (including employee benefits

and nonfinancial rewards). A central question throughout will be about what types and forms of compensation practices best motivate and stimulate performance and commitment in the workplace.

Prerequisite: MGMT 3610.

MGMT 4661

Effective Organizational Governance

3 Semester Hours

This course will explore board of director and top management team responsibilities and activities related to effective organizational governance. All students will participate as part of a team in a Community-based Learning project—a semester-long experience exploring course concepts in a community-based organizational environment while providing a value-added contribution to that organization.

Prerequisite: MGMT 3610.

MGMT 4670

Human Resource Management Practicum

3 Semester Hours

Due to the increasing realization of the importance of the human resource function, the role of the human resource professional is likewise gaining in importance. This course provides information and professional development opportunities, including resume-building HR consulting projects, a part-time internship, and other relevant field assignments to help facilitate student entry into a successful career in human resources.

Prerequisite: MGMT 3610.

MGMT 4671

Managing Career Success

3 Semester Hours

It is increasingly clear that career planning and ongoing career management activities are essential to career success. Career management activities in organizations are clearly linked to employee retention and key productivity measures. To help generate experience-based insights for future career preparation and planning, this course involves a personally relevant off-campus internship or meaningful work experience of a minimum of 100 hours, a separate community service activity of at least 20 hours, regular journal recording of ongoing observations and insights, a mock employment interview, informational interviews of professional in the field, a minimum of 10 different self-assessment exercises, and an off-campus networking assignment. Course learning culminates in the completion of a final in-depth individual report that describes insights and specific short- and long-term plans for future career management.

Prerequisite: MGMT 3610.

MGMT 4672

Managing a Global Workforce

3 Semester Hours

This course helps students recognize important human resource management (IHRM) issues underlying current international and global business conditions, as well as understand key IHRM challenges and practices (e.g., cross-cultural management, managing international assignments, global talent management) relevant to effective strategic management and business development in important countries and regions of the global economy. In addition, personal competencies and international issues are examined that are relevant to students' own future careers within the global workforce.

(See INBA 4872.)

Prerequisites: BADM 1040, INBA 3810, MGMT 3610.

MGMT 4680

Employee Relations and Retention

3 Semester Hours

Employee Relations is the functional area of Human Resource Management whose primary focus is to develop and maintain effective working relationships with employees within union and non-union environments. At a minimum, it is the task of managers and HR professionals to have the knowledge and ability to adhere to organizational policy and state and federal labor law. However, to be truly competitive, managers and HR professionals must strive to advance beyond the minimum standards and focus on the development and retention of their employees as well. This course will present an in-depth overview to Employee Relations along with best practice retention strategies currently employed by leading organizations. This class is designed to address several key questions related to Employee Relations and Retention: 1) What skills are needed by employees, managers, and HR professionals to be successful in this arena? 2) Why do we care about Employee Relations and Retention? 3) Who are the primary stakeholders and what are the interrelationships? 4) How does organizational context affect Employee Relations and Retention? Employee Relations and Retention are critical to the bottom line success of organizations. As future employees, managers, and perhaps for some students, Human Resource professionals, it is critical to be familiar with the fundamental laws, policies, programs, and skills related to developing oneself and the organization's human capital.

Prerequisite: MGMT 3610.

MGMT 4690

Strategic Human Resource Management

3 Semester Hours

In this course students learn from lectures, cases, and assigned readings about how the various areas of the human resource function (e.g., HR planning, staffing, training, performance management, compensation, employee relations) contribute to an organization's productivity and competitive advantage. A major emphasis is placed on how the human resource function supports effective organization strategy formulation and implementation, as the central role of all managers as HR practitioners in their daily workforce interactions and challenges.

Prerequisite: MGMT 3610.

MGMT 4698

Special Studies

1-3 Semester Hours

MGMT 4699

Independent Studies

1-3 Semester Hours

Requires approval of the Associate Dean.

Marketing

MRKT 3510

Principles of Marketing

3 Semester Hours

This course covers the essential principles of marketing as a vital component of a business operation, emphasizing marketing's strategic bases and the real-world utilization of both traditional and innovative techniques to influence both the trade and the consumer in making a purchase decision. We will focus on the effects of uncontrollable factors in the environment. In addition, basic controllable variables essential to marketing success will be examined, including marketing analysis, product decisions, pricing, distribution, and promotion. We will explore how marketing guides business strategy, discovers and creates demand for products, and influences product development.

Prerequisites: BADM 1010 and ECON 100 or 105 or 110, all with a grade of C (2.0) or better.

MRKT 3520

Marketing Analysis

3 Semester Hours

The course will introduce students to the basic tools and concepts used for acquiring and evaluating market information. Both qualitative and quantitative approaches to analyzing consumer attitudes and behaviors will be examined, and methods for understanding trends in the marketing environment will be discussed.

Prerequisite: MRKT 3510.

MRKT 3530

Buyer Behavior

3 Semester Hours

This course is designed to refocus the student on the buyer as the object of marketing programs. Social science concepts (from psychology, sociology, anthropology, and economics) are used to examine influences on buyer behavior, as well as to study the buyer decision process itself. Emphasis will be put on how marketers use this knowledge to develop their overall strategies.

Prerequisite: MRKT 3510.

MRKT 3570

Marketing Law

3 Semester Hours

To acquaint students with fundamental concepts, principles, and rules of marketing law that concern marketers and consumers in day-to-day activities, in private business relationships, and in their relationship with government. The course will focus on various legal constraints, problems and ramifications which should be recognized and addressed by marketers when making pricing, product, promotion, and distribution decisions.

(See BLAW 3270.)

Prerequisites: BLAW 2210 and MRKT 3510.

MRKT 3597

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. 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.

MRKT 4510

Advertising and Promotion Management

3 Semester Hours

This course is designed to introduce students to the field of advertising and promotion in an applied fashion. The emphasis in this course will be on the role of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization. The development of an integrated marketing communications program requires an understanding of the overall marketing process, how companies organize for advertising and other promotional functions, customer behavior, communications theory, and how to set goals, objectives, and budgets. Attention will be given to the various IMC tools used in contemporary marketing including advertising, direct marketing, Internet and interactive marketing, sales promotion, publicity and public relations, and personal selling. We will examine the process by which

integrated marketing communications programs are planned, developed, and executed as well as the various factors and considerations that influence this process. We will also discuss the environment in which advertising and promotion takes place and the various regulatory, social, and economic factors that affect an organization's IMC program.

Prerequisites: MRKT 3510, 3520, 3530.

MRKT 4515

Managing Retail and Service Businesses

3 Semester Hours

The U.S. economy is now dominated by the retail and services sectors. Moreover, understanding and strategically managing customer service is now becoming a critical determinant of business success or failure. Yet, most business school courses have traditionally focused on the manufacturing sector of the economy. This is a potential problem, because the management and marketing of service or retail businesses involve methods, strategies, and analytical tools that are distinct from those used in other areas of business. At the same time, the successful marketing of services and the delivery of excellent service are critical elements in the achievement of customer satisfaction and thus the long-term success for virtually all organizations. The purpose of this course is to provide students with an understanding and appreciation of retail and services marketing as separate and distinct areas of marketing thought and practice, their critical roles in contemporary competitive markets, and the tools and strategies necessary for managing successful enterprises in these areas. This course is especially designed for those students who anticipate working in retail or service businesses, or who wish to better understand how these forms of businesses are managed. The course will discuss an overarching philosophy that stresses the importance of the integration of the marketing, human resources, and operations functions within the service and retail systems.

Prerequisite: MRKT 3510.

MRKT 4525

Competitive Strategy

3 Semester Hours

This course provides an in-depth analysis of competition and competitive strategy in the context of business from both theoretical and applied perspectives. Whereas numerous business classes discuss competitive environments, this course focuses exclusively on theories and strategies that can be used to achieve and enhance competitive advantage in the business marketplace. Competitive models, strategic metaphors, and concepts from game theory are explored in detail. Most importantly, the notions of competitive evolution and interdependence are emphasized and extensively explored. These concepts are then illustrated as they are commonly applied in the business world to enhance an enterprise's market position. Additionally, the great dangers of applying "cookbook strategies" or off-the-shelf solutions to competitive situations are explained and illustrated.

Prerequisites: MRKT 3510, 3520, 3530.

MRKT 4530

Sports Marketing

3 Semester Hours

This course will introduce students to the unique nature of sport marketing at both the professional and amateur levels. The course will cover the unique aspects of sport marketing and how marketing concepts such as strategic planning and segmentation apply to sport marketing. Students will be introduced to the interrelationship of integrated marketing communications and sport and develop an understanding of sport as industry and the fan as consumer.

Prerequisite: MRKT 3510.

MRKT 4540

Professional Selling

3 Semester Hours

An examination of the sales function, encompassing the broad range of methods that sales professionals may employ to build marketing relationships. Steps in the selling process will be explored, including techniques for engaging customers, identifying needs, handling objections, negotiating, requesting orders, and developing and maintaining long term relationships. A particular emphasis will be placed on the role of technology in contemporary sales activities.

Prerequisite: MRKT 3510.

MRKT 4545**New Product Development***3 Semester Hours*

The development of new products represents one of the most promising avenues by which firms can exploit to maintain and expand their market position in today's dynamic markets. The course provides a practical introduction to the process of designing and marketing new products and it covers the major phases of product development and launch. All of the critical steps in the new product development process will be discussed in detail, including: opportunity identification and analysis, concept development and testing, product design and pre-market testing and forecasting, and the management and control of the product launch. The particular focus of this class is upon the marketing function. Thus, the class will concentrate on market measurement, the use of that information to develop the benefit targets for the new product, and the ultimate development of marketing mixes (product, price, place, promotion) that will improve the chances for success. As such, the class will provide techniques to interface the marketing function with the functions of R&D, design engineering, and manufacturing, but it is beyond the scope of the course to emphasize these functions *per se*. The course will be relevant to students who expect to work directly in brand or product management as well as those whose interests are in general management and consulting.

Prerequisites: MRKT 3510, 3520, 3530.

MRKT 4550**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 3510.

MRKT 4555**Marketing to Companies***3 Semester Hours*

In the business market, the customers are organizations (e.g., businesses, governments, and institutions), and these customers represent a huge market opportunity. While we think of companies like Procter & Gamble, Sony, or Ford as sellers, they are also organizational buyers that annually purchase enormous quantities of raw materials and manufactured component parts; they purchase supplies and business services regularly to support operations, and they make large investments in building, equipment, and information technology. It's important to know that building and maintaining a close relationship with an organizational buyer require careful attention to details, meeting promises, and swiftly responding to changing demands.

Prerequisite: MRKT 3510.

MRKT 4560**Supply Chain Management and Logistics***3 Semester Hours*

This course takes 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.

Prerequisites: MRKT 3510, 3520, 3530.

MRKT 4570**Pricing Goods and Services***3 Semester Hours*

The focus of this course is upon the function of price as a driver of profit. Particular attention will be given to the roles of customers, costs, and competitors ask key concerns when developing pricing strategies. All aspects of pricing within the marketing and business environment will be examined, including theories and models of pricing strategy, and common pricing techniques used in contemporary business practice.

Prerequisites: ACCT 2110, 2120; MRKT 3510, 3520, 3530.

MRKT 4580**Marketing and Society***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 3510.

MRKT 4597**Marketing Strategy in the Global Environment***3 Semester Hours*

This is the capstone course for students completing the marketing major. This course provides a comprehensive framework for the development of competitive marketing strategies that achieve organizational objectives and build competitive advantage. It teaches students the fundamentals of strategic analysis and strategy development within the context of the global business environment. The course emphasizes the major analytical, ethical, and strategic frameworks of marketing, as specifically implemented within the complex contemporary conditions of global business relationships and activities. The course incorporates experiential learning, case studies, and a simulation project.

Must be taken in residence at LMU with senior standing.

College of Business Administration students only.

Prerequisites: BADM 1040; MRKT 3510, 3520, 3530.

MRKT 4598**Special Studies***1-3 Semester Hours***MRKT 4599****Independent Studies***1-3 Semester Hours*

Requires approval of the Associate Dean.

Master of Business Administration**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, and 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 financial 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 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 multicultural 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 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

Global Strategy

3 Semester Hours

The formulation and implementation of business and corporate strategies for worldwide operations in the increasingly global economy, as opposed to those purely domestic firms or firms marginally involved in international activities, is examined. The most recently developed ap-

proaches and concepts are discussed and applied through the use of extensive international case studies and current readings. Also listed as MBAG 640.

Prerequisite: MBAA 605; 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 environment. Theoretical frameworks and case studies are used. A strategic approach is emphasized.

Prerequisite: MBAA 605.

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 will 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, the 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 605, 606, and 608.

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 appli-

cable 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: MBAA 605.

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 intra-organizational 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

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 not-for-profit, interacts with its customers, competition, suppliers, distributors, and government.

MBAC 612

Strategic Marketing Analysis and Implementation

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 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 630

Business Intelligence Tools and Systems

3 Semester Hours

The course described the role and application of Business Intelligence in the context of organizational strategy, decision making, and operations. It discusses managerial decision making processes along with the scope and applications of various technical tools that can support those processes. Students taking the course will be introduced to the concepts of Data Warehouses, Business Analytics, and Visualization tools and their roles in delivering Business Intelligence to decision makers. It also delves into the issues of data quality and integration, availability, and organization information and other challenges faced by organizations in implementing BI solutions. Students are exposed to the current industry standard BI software and a number of hands-on exercises as well as projects are used to provide the students with first-hand experience in using BI tools for decision making. Also listed as MBAD 630.

Credit/No Credit grading.

Prerequisites: MBAA 603, 606, 609, and working knowledge of Excel.

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.

Prerequisite: MBAA 606.

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 student 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

Database Management Systems

3 Semester Hours

An in-depth analysis of the strategies employed in the development of generalized database 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 database.

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 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 630

Business Intelligence Tools and Systems

3 Semester Hours

The course described the role and application of Business Intelligence in the context of organizational strategy, decision making, and operations. It discusses managerial decision making processes along with the scope and applications of various technical tools that can support those processes. Students taking the course will be introduced to the concepts of Data Warehouses, Business Analytics, and Visualization tools and their roles in delivering Business Intelligence to decision makers. It also delves into the issues of data quality and integration, availability, and organization information and other challenges faced by organizations in implementing BI solutions. Students are exposed to the current industry standard BI software and a number of hands-on exercises as well as projects are used to provide the students with first-hand experience in using BI tools for decision making. Also listed as MBAC 630.

Credit/No Credit grading.

Prerequisites: MBAA 603, 606, 609, and working knowledge of Excel.

MBAD 635

Information Technology Security

3 Semester Hours

After 9/11 and the fall of Enron—the 7th largest corporation in America—information technology security has become one of the fastest growing

areas in the business world. The need to know how to protect corporate information from attacks both from terrorists and business insiders are enormous. The main objective of this course is to provide students an exposure to the complex information security management issues in the US today. This course offers business professionals a unique blend of technical knowledge and managerial training to investigate digital threats, study corporate security needs, modeling potential risk, and explore possible strategies that management can adapt to protect valuable corporate assets. Also listed as MBAJ 635.

Credit/No Credit grading.

Prerequisites: MBAA 602 and 609.

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 productivity through performance problem analysis, work design, coaching, training and skill development, performance appraisal system design and implementation, employee correction and discipline, interpersonal communications 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

multicultural 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 605.

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 intra-organizational 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 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

This 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 framework 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

Global Strategy

3 Semester Hours

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

Prerequisite: MBAA 605.

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 646.

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*

This 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.

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.

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.

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, 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 analy-

sis, 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 tolls 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 646.

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 analysis are used to evaluate small-company strategic and operational issues. Business experience required. Also listed as MBAB 670.

Prerequisites: MBAA 605, 606, and 608.

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. This 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.

Prerequisites: 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*

This 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's 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.

MBAI 698**Special Studies***1-3 Semester Hours***MBAI 699****Independent Studies***1-3 Semester Hours***MBAI: 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 Management 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 635**Information Technology Security***3 Semester Hours*

After 9/11 and the fall of Enron—the 7th largest corporation in America—information technology security has become one of the fastest growing areas in the business world. The need to know how to protect corporate information from attacks both from terrorists and business insiders are enormous. The main objective of this course is to provide students an exposure to the complex information security management issues in the US today. This course offers business professionals a unique blend of technical knowledge and managerial training to investigate digital threats, study corporate security needs, modeling potential risk, and explore possible strategies that management can adapt to protect valuable corporate assets. Also listed as MBAD 635.

Credit/No Credit grading.

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.

Executive MBA Program**MBAP 601****Financial Accounting***1-4 Semester Hours*

This course introduces the role of accounting in business and society, the basic concepts and techniques of financial accounting, and use of financial statements for decision-making purposes.

MBAP 602**Managerial Accounting***1-4 Semester Hours*

This course presents the nature, techniques, and uses of accounting from a manager's perspective. Topics include interpreting quality of earnings, alternative accounting measurement techniques, and operational decision making.

MBAP 603**Decision Support Foundation***1-4 Semester Hours*

Covers data analysis through descriptive statistics techniques, an introduction to quantifying uncertainty through the use of probabilities and decision trees, and an introduction to basic regression analysis tools for business forecasting.

MBAP 604**Applied Business Economics***1-4 Semester Hours*

This course applies economic concepts and tools to solve contemporary, real-world business problems. Includes economic terminology, issues and methods, determinants of supply and demand, elasticity concepts, understanding the economics of the firm, and characteristics of alternative market structures.

MBAP 608**Managerial Finance***1-4 Semester Hours*

Financial planning and analysis for businesses. Emphasizes long-term investment, securities and business valuation, risk vs. return analysis, long-term and short-term financing alternatives, and working capital management.

MBAP 609**Topics in Finance, Valuation, and Capital Budgeting***1-4 Semester Hours*

This course reviews and builds on the finance materials covered in MBAP 608. Advanced applications include capital budgeting expanded to include real options, valuation using market multiples, and agency cost framework for understanding financing choices made by corporations.

MBAP 611

Corporate Expansion Project

1-4 Semester Hours

This real-world skill application project ties the course work together and provides actual practice in using quantitative data to support a major financial decision.

MBAP 612

Leadership Practicum

1-4 Semester Hours

This skill application project includes a capstone business simulation, in which students will understand how to use one's own leadership style more effectively.

MBAP 613

Business Opportunity Assessment

1-4 Semester Hours

This skill application project involves the identification and evaluation of an international business opportunity. A major report and presentation integrate module concepts into a supportable recommendation for board-level decision.

MBAP 614

Strategic Opportunity Implementation

1-4 Semester Hours

This skill application project is a comprehensive implementation plan for the business opportunity identified and evaluated in the Module 3 skill application project.

MBAP 615

Field Consulting Project

1-4 Semester Hours

In this course, student teams conduct an in-depth study of an actual business, usually a small disadvantaged or non-profit enterprise. Acting as consultants to the enterprise, students apply concepts learned in the classroom to actual business situations, and their recommendations and solutions carry real consequences. Students gain a framework for managing a consulting project and practice the art of quickly turning complex information into effective oral and written presentations.

MBAP 616

New Venture Start Up

1-4 Semester Hours

This course introduces entrepreneurship as an integral part of our economy at the local, regional, national and global levels. Students will gain knowledge and skills that will enable successful entrepreneurial careers in both small and large organizations, and students will learn the application steps in starting a new venture and preparing a business plan for this venture.

MBAP 622

Strategic Human Resources Management

1-4 Semester Hours

Introduces students to key human capital management concepts and tools for managing individual and organizational performance. Includes

human capital and organizational performance; HR strategy development and planning; HR "best practices"; establishing, evaluating, and rewarding performance; high performance management practices; recruitment/retention of superior staff; knowledge management; and work design.

MBAP 623

Leadership in the 21st Century

1-4 Semester Hours

Addresses what it means to be a leader in the 21st century. Focuses on three areas related to leadership: the key framework that defines a leader; the key issues a leader encounters in daily work, such as managing people, professional growth planning, and providing feedback and coaching; and the context within which the leader operates, including organizational change, climate and culture, and organizational power and politics.

MBAP 624

The Manager as Decision Maker

1-4 Semester Hours

Integrates two different but related decision-making theories: prescriptive (normative) theory and behavioral theory. On the prescriptive side, typical decision-making problems are investigated from problem statement through to solution analysis. On the behavioral side, decision making is investigated from the perspective of how the decision maker is influenced by non-quantitative information.

MBAP 625

Managing Technology

1-4 Semester Hours

Introduces key concepts and tools for leveraging and managing information technology (IT) for business results, including IT literacy, business megatrends where technology is often deployed, foundational rule-breaking technologies, and the IT maturity curve and its usage.

MBAP 626

Executive Communications I

1-4 Semester Hours

This course includes basic elements of corporate communication strategy with an emphasis on writing, presenting, and listening.

MBAP 627

Executive Communications II

1-4 Semester Hours

Emphasizes developing and delivering effective presentations.

MBAP 628

Business Research Skills

1-4 Semester Hours

The course introduces students to business research methods and their application to optimizing strategic decisions. Students will complete a "hands-on" industry analysis project. As part of the project, students will learn how to plan and manage the execution of business research projects; how to identify, evaluate, and analyze publicly available data sources; and how to conduct data collection in the field (interviews with policy makers and business executives). Special attention will be placed on the development of students' teamwork skills. The project will conclude with a presentation and a research project.

MBAP 631

Strategic Management

1-4 Semester Hours

The first of two courses on Strategic Management. Addresses macro-level issues and how they impact the long-term direction of the firm. External forces (globalization, economic trends, technology trends, political and legal environment, and market trends) are analyzed and evaluated to determine strategies that will lead to and sustain a competitive advantage for the firm.

MBAP 632

Applied Macro Economics

1-4 Semester Hours

Explores how aggregate production and spending interact within free markets in the context of the global economy, including understanding how government policies, including monetary, fiscal, and regulatory policies, help shape the environment in which companies compete.

MBAP 633

Business in the International Environment

1-4 Semester Hours

Helps students understand the intricacy of the global political economy by understanding the issues involving international trade and investment for multinational corporations.

MBAP 634

Applied Marketing and Marketing Strategy

1-4 Semester Hours

The first of two marketing courses, where students come to understand how marketing translates the goals of the business into strategies and activities that create a sustainable competitive advantage. The goal is to reach a clear understanding of the elements used to create a marketing plan.

MBAP 635

Legal Environment of Business

1-4 Semester Hours

An introduction to business law in the United States, with emphasis on the court system and on contracts, which are basic to all business activities.

MBAP 641

Executing Strategy in the Global Environment

1-4 Semester Hours

This course focuses on the leader's role in setting, implementing, and controlling strategy. Students learn how to integrate and incorporate the leadership skills, competencies, and functional disciplines needed to strategically lead an enterprise in a responsible and ethical manner.

MBAP 642

Deal Making

1-4 Semester Hours

How to select an appropriate market-entry strategy from a range of reasonable alternatives. If the appropriate strategy requires a business combination of some type, students learn how and when to use the appropriate tools and skills to successfully complete various types of transactions, including mergers, acquisitions, joint ventures, and business alliances.

MBAP 643

Strategic Marketing

1-4 Semester Hours

This course builds upon the marketing concepts and processes explored in Module 3 (MBAP 634). Continues the transition already begun in

Module 3 that addressed understanding the marketing environment (marketing mix and product strategies) to developing specific implementation strategies and tactics.

MBAP 644

Corporate Governance

1-4 Semester Hours

Helps students understand the role of corporate governance in protecting the interests of corporate stakeholders. Governance often refers to the formulation and administration of policies designed to protect such interests. Traditionally, corporate governance has been defined as a system that allocates duties and authority among a company's shareholders, board of directors, and managers. More recently, the definition has been expanded to include stakeholders other than shareholders such as employees, customers, suppliers, regulators, and communities.

MBAP 645

Demonstrating Leadership

1-4 Semester Hours

This course provides the perspective of senior managers and what and what they must do to successfully lead a firm in the 21st century. The course work emphasis alignment of strategy into action, change management, ethical decisions, and the role of the CEO as figurehead of the firm. Leadership concepts are compared across different industry and organizational settings. A major objective of the course is to "tie together" the leadership threads in the program by integrating leadership concepts learned with one's own personal leadership development experiences.

MBAP 646

International Negotiations

1-4 Semester Hours

In this course students learn how to negotiate effectively in cross-cultural contexts that impact business. Students are exposed to negotiation processes and will have opportunities of applying theoretical knowledge in negotiation simulations.

MBAP 651

Introduction to Executive Leadership

1-4 Semester Hours

The program begins with a four-day residential retreat where students set learning goals, form study teams, and engage in a variety of workshops and team-building exercises. A workshop specifically designed for students and their spouses/significant others addresses the importance of achieving balance between family, work, and school, and introduces the Spouse/Partner Support Program.

MBAP 652

Field Study: Conducting Business Domestically

1-4 Semester Hours

This course supplements the Business Research Skills course (MBAP 628). The main component of the course is a trip to a major U.S. business center where students drawing from readings, the business research, site visits, presentations, and cultural experiences will gain insights and key "lessons learned" regarding the issues, challenges, and potential benefits of conducting business in a major business area, such as California.

MBAP 653

Field Study: Business in the International Environment

1-4 Semester Hours

A two-week journey to one or more major, non-U.S. business centers that broaden understanding of what it takes to manage in today's global business environment. Each student draws from the international field

trip lectures, site visits, presentations, and cultural experiences to gain insight and key "lessons learned" regarding the issues, challenges, and potential benefits of conducting business in an international setting. A major paper that demonstrates how these lessons learned can be applied in actual business setting is required.

MBAP 661

Team Performance and Group Dynamics

1-4 Semester Hours

Helps student study teams perform more effectively in skill application projects, and teaches students about teams and team building so they can use teams more effectively as executives. Includes determinants of team success, developing a team mission and operation guidelines, and monitoring team performance.

MBAP 662

Ethics and Spirituality in the Workplace

1-4 Semester Hours

Effective business leadership requires a commitment to personal leadership development and formation in order to fully realize one's personal goals and maximize the value of the organization and the contribution it makes to stakeholders and society at large. This approach defines valuation in its broadest sense and links one's development as a principle-based leader to how an organization identifies and implements core values within the enterprise.

MBAP 663

Professional Growth Planning

1-4 Semester Hours

Provides the tools, guidance, and professional support for developing a well thought-out plan for professional growth. It effectively lets students apply the tools of analysis used in business to develop a professional growth plan.

MBAP 698

Special Studies

1-4 Semester Hours

MBAP 699

Independent Studies

1-4 Semester Hours

COLLEGE OF COMMUNICATION AND FINE ARTS COURSES

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 301

Arts of Ancient Egypt

3 Semester Hours

A survey of the art and architecture of ancient Egypt from the Neolithic Period through Roman rule.

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 316

Pre-Columbian Arts and Architecture

3 Semester Hours

A survey of Pre-Columbian art and architecture from c. 1200 BCE to the Fifteenth Century CE.

ARHS 317

Arts of Colonial and Post-Colonial Latin America

3 Semester Hours

A survey of the art and architecture of Colonial and Post-Colonial Latin America.

ARHS 318

The Arts of Traditional Africa

3 Semester Hours

A survey of the Traditional Arts of Africa from 1000 BCE through the Twentieth Century.

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 416**Nineteenth-Century European Art***3 Semester Hours*

A survey of art and architecture that includes Romanticism and Realism with special emphasis on Impressionism and Post-Impressionism.

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.

Consent of instructor required.

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**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 250**Visual Arts for the Elementary Educator***3 Semester Hours*

Designed to develop the 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 Art Education 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 Drawing Workshop***1 Semester Hour*

A studio workshop for art and animation majors with emphasis placed on working from the figure and anatomy. Independent reading, research and production goals are devised for each student. As students repeat course study, the course requires increased learning and skill development as an extension of work in figure drawing. Each semester an online portfolio is required.

May be repeated for degree credit for further development up to six times.

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 execution of the final design.

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 Studio Arts major, Multimedia Emphasis emphasis.

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 310**Drawing Workshop***1 Semester Hour*

A studio workshop for art and animation majors with emphasis placed on advanced drawing concepts and techniques. Independent reading, research, and production goals are devised for each student related to continually changing topics and issues relevant to drawing. As students repeat course study, the course requires increased learning and skill development as an extension of work in drawing.

May be repeated for degree credit for further development up to six times.

Prerequisites: ART 153 and 154, or consent of instructor.

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 353**Drawing Workshop***1 Semester Hour*

A studio workshop for studio arts and animation majors with emphasis on technique and visual development.

May be repeated for degree credit for further development up to six times.

Prerequisites: ART 153 and 154, or consent of instructor.

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.

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.

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.

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.

Junior standing required.

Prerequisites: ART 153, 160, and 260.

ART 366**Multimedia Computer Arts***3 Semester Hours*

Explorations of interactive computer multimedia technologies with emphasis on the development of personal artistic expression.

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.

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**Information Design***3 Semester Hours*

Design as a visual problem-finding process is explored. Information aesthetics and visualization methods are used to conceive and give form to a range of content. Emphasis is given to how media shapes the message as well as how designers navigate this experience beyond paper.

Prerequisites: ART 160 and 260. (ARHS 360 is highly recommended, and concurrent enrollment in 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 once for degree credit by completing coursework at an advanced level.

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.

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.

ART 381

Imagining Los Angeles: Photographing the City

3 Semester Hours

Interdisciplinary seminar and studio arts course exploring the various ways Los Angeles has been portrayed in visual culture while taking into account cultural, social, historical, and physical dynamics of the city.

Students will work on various photographic and digital projects related to course content.

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 once for degree credit by completing coursework at an advanced level.

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 format photography, studio lighting, digital imaging, and advanced black and white darkroom techniques.

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.

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 printmaking, 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 once for degree credit for further development.

Recommended: ART 151, 280, and 285.

ART 387**Silkscreen Printmaking***3 Semester Hours*

Introduction to the use of serigraphy to create posters and fine art prints. Hand-cut, hand-painted, and photographic techniques will be used. The emphasis is on the development of personal expression in the creation of multicolor prints.

May be repeated once for degree credit for further development.

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 once for degree credit for further development.

Recommended: ART 160, 260, and 280.

ART 396**Design Praxis: Professional Practices in 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.

Studio Arts 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 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 for further development.

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 for further development.

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.

Prerequisite: ART 255.

Art Education Emphasis majors only.

Junior standing required.

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 once for degree credit by completing coursework at an advanced level.

ART 480

Color Photography

3 Semester Hours

Focus on the use of color in photography and imaging. Students learn large format photography and advanced digital imaging skills with an emphasis on developing a long-term personal project throughout the semester.

Prerequisite: ART 280; ART 380 recommended.

ART 485

Advanced Printmaking

1-3 Semester Hours

Continuation and more advanced work in relief, etching, or silkscreen techniques.

May be repeated once for degree credit by completing coursework at an advanced level.

Prerequisite: ART 385 or 386 or 387.

ART 490

Senior Design Thesis

3 Semester Hours

The senior design thesis provides the opportunity to explore design as a "liberal arts" activity through either focused studies within the design disciplines, or the application of design to a specific subject or area of interest.

Students independently address subject matter within a creative design project resulting in a unique body of work (aside from the professional portfolio). The subject(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 practices of design; design as an experiential medium within a social context.

Senior standing required..

Studio Arts majors, Graphic Design Emphasis only.

Prerequisites: ART 302, 303, 360, 368, 369, and concurrent enrollment in 460 or 468.

Recommended: ARHS 360.

ART 494

Multimedia Internship

3 Semester Hours

Professional experience in multimedia.

May be repeated for degree credit for further development.

Studio Arts majors only.

Consent of instructor required.

ART 495

Advanced Studio Studies

1-3 Semester Hours

Pre-professional directed study in studio art.

May be repeated for degree credit three times for further advanced development.

Permission of instructor and Department Chairperson required.

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, Professional Practices in Fine Arts. The curriculum includes all aspects of exhibition design, promotion, and artwork presentation.

Required for Fine Arts Emphasis majors.

Studio Arts majors, Fine Arts Emphasis only.

Prerequisite: ART 397 or consent of instructor.

ART 498

Special Studies

1-3 Semester Hours

ART 499

Independent Studies

1-3 Semester Hours

Senior standing required.

Communication Studies

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.

Majors only.

CMST 198**Special Studies***0-3 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. Using an open-source learning paradigm, students will be given tools to become effective researchers and responsible, ethical theory learners. In this course, students will be encouraged to become active, lifelong learners, in part, through the analysis of the meta-theoretical, pragmatic and ethical implications of theory through application, observation and service. Students will study the field's disciplinary history and discover current communication-oriented career trends of personal interest.

Must be completed with a grade of C (2.0) or better.

Majors only.

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 sources.

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 consent of instructor.

Majors only.

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.

(Counts as an application course.)

Majors only.

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.

(Counts as an application course.)

Majors only.

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.

(Counts as an application course.)

Majors only.

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.

Sophomore standing required.

Prerequisite: CMST 203 with 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.

Sophomore 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.

(Counts as an application course.)

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.

(Counts as an application course.)

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.

(Counts as an application course.)

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 (anti-slavery), 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 are also stressed.

Junior standing required.

(Counts as an application course.)

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.

(Counts as an application course.)

CMST 393

Topical Seminars in Communication Studies

3 Semester Hours

Advanced studies in which students "apply" communication concepts, theories, and research methods to address "real world" issues/problems in concrete contexts. They range in subject matter and conceptual content, yet remain consistent with our departmental mission in social justice. Offerings may vary each semester based on the expertise of individual professors.

Students may repeat this course, providing the subject matter is not the same, to fulfill the requirement of 6 application courses and/or University upper-division electives.

Junior standing required.

(Counts as an application course.)

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.

Junior standing required.

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.

Junior standing required.

CMST 490

Communication Practicum

3 Semester Hours

This internship course provides students with an opportunity to gain practical experience in a communication related field. In class students will engage in self-exploration, career search, goal and objectives development, resume and cover letter construction, interview methods, and interpersonal skills development.

Majors only.

Junior standing required.

(Counts as an application course.)

CMST 4914

Communication Practicum II

3 Semester Hours

This internship course builds on students' knowledge from CMST 490. Advanced study of interviewing, mentoring, teamwork, negotiation, business writing, and seminar facilitation.

Majors only.

Junior standing required.

Prerequisite: CMST 490.

(Counts as an elective only.)

CMST 495

Senior Thesis

3 Semester Hours

The senior thesis provides the opportunity for students to perform original research using qualitative and/or rhetorical research 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.

For majors only.

Senior standing required.

Prerequisites: CMST 451 and 452 with a grade of C (2.0) or better.

(Counts as an application course.)

CMST 498

Special Studies

1-3 Semester Hours

CMST 499

Independent Studies

1-3 Semester Hours

Dance

DANC 100

Orientation to Dance

1 Semester Hour

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

0-1 Semester Hours

Orientation to use of breath, alignment, and basic principles of motion. Exploration of the body-mind connection.

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.

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.

Dance majors or Dance minors only.

Offered in the Fall semester.

DANC 161

Fundamentals of Dance Composition II

3 Semester Hours

Continuation of DANC 160.

Dance majors or Dance minors only.

Offered in the Spring semester.

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.

Offered in the Spring semester.

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.

May be repeated for degree credit up to 4 times.

Audition: First class meeting.

DANC 244

Tap Dance II

0-2 Semester Hours

Continuation of DANC 144. Increased focus on musicality.

May be repeated for degree credit up to 6 times.

Audition: First class meeting.

DANC 248

Musical Theatre Dance I

0-2 Semester Hours

Study of the fundamental dance and performance skills associated with musical theatre dance.

May be repeated for degree credit up to 8 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, in teaching and in learning movement.

Dance majors or Dance minors only.

DANC 262

Dance Styles and Forms

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 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.

Offered in the Spring semester.

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.

May be repeated for degree credit up to 6 times.

Audition: First class meeting.

DANC 305

Modern Dance Coaching

0-1 Semester Hours

One-on-one coaching with modern dance instructor. Focused work on technique and performance.

Majors only.

May be repeated for degree credit up to 8 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.

May be repeated for degree credit up to 6 times.

Audition: First class meeting.

DANC 323

Intermediate/Advanced Ballet

0-2 Semester Hours

Continuation of DANC 220 and 320. Augmented work in ballet technique and performance.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

DANC 324

Ballet Coaching

0-1 Semester Hours

One-one-one coaching with ballet dance instructor. Focused work on technique and performance.

Majors only.

May be repeated for degree credit up to 8 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.

May be repeated for degree credit up to 6 times.

Audition: First class meeting.

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.

May be repeated for degree credit up to 6 times.

Audition: First class meeting.

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.

May be repeated for degree credit up to 8 times.

Audition: First class meeting. Intermediate ballet skills requisite.

DANC 346

Intermediate/Advanced Jazz Dance

0-1 Semester Hours

Continuation of DANC 345. Augmented work in jazz technique and performance skills.

Corequisite: DANC 349.

Majors only.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

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 348

Musical Theatre Dance II

0-2 Semester Hours

Continuation of DANC 248. Practice of the dance technique and performance skills associated with musical theatre. Study of music, costuming, and acting dimensions of musical theatre dance.

Majors only.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

DANC 349

Jazz Dance Coaching

0-1 Semester Hours

One-on-one coaching with jazz dance instructor. Focused work on technique and performance.

Corequisite: DANC 346.

Majors only.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

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 and 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

3 Semester Hours

The study of martial arts on location in China.

Enrollment through Study Abroad.

DANC 373

Yoga for Ballet

0-2 Semester Hours

The study of asana, pranayama, and philosophical dimensions of yoga which inform and support the study of ballet.

Majors only.

May be repeated for degree credit up to 8 times.

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.

May be repeated for degree credit up to 6 times.

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.

May be repeated for degree credit up to 8 times.

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 socio-economic 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.

Offered in the Fall semester.

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 388

Careers in Dance

1-2 Semester Hours

Practical and theoretical study of dance-related careers.

DANC 389

I Am, Therefore I Dance

3 Semester Hours

In this course students explore and analyze the privileges and responsibilities of becoming a more human(e) being. Storytelling from a diverse sampling of people supplies a foundation for understanding. Students study privilege, power, identity, inclusion, exclusion, marginalization, and resilience. Concepts and issues centered in the fields of sociology, anthropology, cultural studies, and psychology inform the study of dance as ritual, rite, entertainment, art, wellness modality, and agent for political activism.

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.

DANC 394

Dunham Dance Technique

0-2 Semester Hours

A study of the dance technique of Katherine Dunham.

May be repeated for degree credit up to 6 times.

Audition: First class meeting.

DANC 397

World Dance

0-2 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.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

DANC 403

Friday Dance Workshop

0-1 Semester Hours

In-depth exploration of dance technique and partnering.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

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.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

DANC 421

Pointe and Variations

0-2 Semester Hours

Study of pointe work in ballet and reconstruction of variations from ballets of different periods.

May be repeated for degree credit up to 4 times.

Audition: First class meeting.

DANC 422

Partnering

0-1 Semester Hours

Exploration of partnering techniques as used in classical ballet, modern and post-modern dance.

May be repeated for degree credit up to 4 times.

DANC 423

Ballet V

0-2 Semester Hours

Continuation of DANC 420.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

DANC 424

Ballet VI

0-2 Semester Hours

Continuation of DANC 423.

May be repeated for degree credit up to 8 times.

Audition: First class meeting.

DANC 425

Ballet Repertory

0-2 Semester Hours

Apply ballet technique and principles of style to the learning of historical and/or contemporary ballet works.

May be repeated for degree credit up to 8 times.

DANC 440

Jazz Dance IV-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.

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.

May be repeated for degree credit up to 6 times.

Audition: First class meeting.

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.

May be repeated for degree credit up to 8 times.

By audition only.

DANC 446

Jazz Dance VI

0-2 Semester Hours

Continuation of DANC 445. Pre-professional emphasis including auditioning and career planning.

May be repeated for degree credit up to 8 times.

By audition only.

DANC 459

Senior Thesis Preparation

0 Semester Hours

Organization of the senior thesis project, preparation of the senior thesis essay, and career bridge building.

Majors only.

Senior standing required.

DANC 460

Dance Theory and Criticism

3 Semester Hours

Formal seminar in philosophy of art and aesthetic criticism.

Senior standing required.

Majors only.

DANC 461

Senior Thesis: Project

3 Semester Hours

Preparation and presentation of performance or research thesis.

Senior standing required.

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 477

Choreography Workshop Coaching

0-2 Semester Hours

One-on-one coaching to support work in choreography workshop.

May be repeated for degree credit up to 8 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.

DANC 481

Kinesiology for Dancers II

3 Semester Hours

Continuation of DANC 480.

Prerequisite: DANC 480 or HHSC 150 or consent of Dance director.

Offered in the Spring semester.

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.

DANC 485

Internships

1-3 Semester Hours

Work experience in teaching, health care, or business.

May be repeated for degree credit up to 2 times.

DANC 487

Dance Media and Technology

3 Semester Hours

Use of computer technology and other media in the making and performance of dance.

DANC 489

Performance Techniques Workshop

0-3 Semester Hours

An in-depth exploration of performance techniques in ballet, modern dance, jazz dance, and other selected dance genre.

May be repeated for degree credit up to 4 times (maximum 12 semester hours).

DANC 498

Special Studies

1-3 Semester Hours

DANC 499

Independent Studies

1-3 Semester Hours

Interdisciplinary Applied Programs

IDAP 101

Introduction to Media Production

3 Semester Hours

IDAP 198**Special Studies***1-3 Semester Hours***IDAP 199****Independent Studies***1-3 Semester Hours***IDAP 201****Intermediate Media Production***3 Semester Hours***IDAP 298****Special Studies***1-3 Semester Hours***IDAP 299****Independent Studies***1-3 Semester Hours***IDAP 300****Principles of Public Relations***3 Semester Hours*

An introductory course that overviews strategies, concepts, theories, practices, and history of public relations.

IDAP 301**Advanced Media Production***3 Semester Hours***IDAP 310****Writing for Public Relations***3 Semester Hours*

This course provides an overview of how effective public relations writing can help organizations to communicate, influence opinion and create change. The course will emphasize the importance of understanding an organization, its goals and objectives, target audience and culture to strategically and effectively communicate through writing.

IDAP 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.

IDAP 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.

IDAP 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.

IDAP 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.

IDAP 360**Workshop in Media Production***3 Semester Hours***IDAP 370****Public Relations Strategies***3 Semester Hours*

This course explores the conceptual and strategic foundations of public relations and marketing. The course examines how to effectively communicate with consumers, create preference for products, and change consumer behavior.

IDAP 380**Public Relations Internship***3 Semester Hours*

This course is for students who have secured a public relations internship with a public relations company or work in a public relations capacity in a company. Minimum of 80 hours.

IDAP 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.

IDAP 391**KXLU Practicum***1 Semester Hour*

A concentrated study of the management process associated with the day-to-day operation of KXLU-FM, recommended for radio station directors and others.

IDAP 398**Special Studies***1-3 Semester Hours***IDAP 399****Independent Studies***1-3 Semester Hours*

IDAP 400**Introduction to Social Media***3 Semester Hours*

This course explores the origins of social media and how it shapes our interactions with brands, people, and governments. Students will create and maintain a student blog ("The Social Lion"), which showcases their personal analysis and observations on specific media topics occurring in real-time. Students will also create a social media campaign.

IDAP 401**Seminar in Media Projects***3 Semester Hours***IDAP 410****Advertising Principles and Strategies***3 Semester Hours*

This course provides students with an understanding of how to most effectively present a message regarding a product or service to an existing or potential customer. The course will examine the functions of advertising and focus on the major mediums, including broadcast, print, outdoor, direct mail, promotions, and public relations.

IDAP 420**Events Management***3 Semester Hours*

This course is designed to provide students with the organizational and leadership skills needed to plan and execute a special event. Through lecture, discussion, group projects, individual assignments, guest speakers, and a final event produced by the class, students will gain experience in managing events from concept to completion.

IDAP 498**Special Studies***1-3 Semester Hours***IDAP 499****Independent Studies***1-3 Semester Hours***Marital and Family Therapy****MFTH 600****Art Therapy Literature and Assessment***2 Semester Hours*

This course reviews the art therapy literature and explores the integration of this modality in the current delivery of mental health services, focusing on cultural issues, marital and family theory, and recovery-oriented care.

MFTH 601**Art Therapy Explorations***2 Semester Hours*

This course provides opportunity for the exploration of art materials in support of the students' sensitivity, flexibility, and personal presence as art psychotherapists.

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 ground-work provides the conceptual view for the exploration of theoretical perspectives in the family therapy literature. A variety of family structures including traditional and non-traditional forms are studied as well as their clinical implications for the marital and family therapist.

MFTH 604**Child Psychotherapy: Theory and Practice***2 Semester Hours*

This course critically reviews child development theories, introduces models of psychotherapy with children, and discusses issues of culture in preparing for work with children. It includes an in-depth community-based learning project that facilitates increased awareness of the impact of poverty on the lives of children.

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. It includes an in-depth community-based learning project that facilitates increased awareness of adolescents marginalized by poverty and incarceration.

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 609**Introduction to Mental Health Services***2 Semester Hours*

This course introduces the network of mental health services in Los Angeles County and principles of mental health recovery-oriented care, including case management, treatment plans, referral procedures, communication and coordination skills, documentation and the systems of care for the severely mentally ill and victims of abuse. It explores the social and psychological implications of socio-economic position; the impact of poverty, culture, sexual orientation, gender, age, language, and immigration status on the delivery of mental health services; and the consumer's recovery. Additionally, it identifies professional responsibilities and mandated reporting requirements and introduces consumer and family member perspectives on the experience of mental illness, treatment, and recovery.

MFTH 610**Adult Psychotherapy***2 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.

MFTH 611**Drug and Alcohol Treatment***1 Semester Hour*

This course helps students to recognize, assess, and treat substance abuse and addiction. It respects the complexity of the subject matter's physiological, sociological, psychological, economic, political, and international facets.

MFTH 612

Marriage and Family Psychotherapy: Issues and Applications

3 Semester Hours

This course reviews various models of psychotherapy through didactic and experiential methods. It includes effective approaches to communications as well as resolution of problematic issues of the treatment process. Considerations of culture, socioeconomics, and stress are addressed and effective practice strategies are emphasized.

MFTH 613

Assessment and Intervention of Intimate Partner Violence

1 Semester Hour

This course reviews the phenomenon of domestic violence, looking at distinguishing criteria, types, prevalence, lethality, the theory of dynamics and its causes, risk factors, patterns, escalation, and cultural factors. It supports students' abilities to recognize and assess the signs and patterns of domestic violence.

MFTH 615

Group Psychotherapy: Theory and Practice

2 Semester Hours

This course reviews the theory and practice of group psychotherapy. It emphasizes the link between cultural diversity, group process and group outcomes. Particular attention is paid to the utilization of groups in work with the severely mentally ill, children and adolescents as well as mental health consumers and their family members.

MFTH 616

Human Sexuality

1 Semester Hour

This course explores human sexuality from a bio-psychosocial perspective, including effects of physiology, genetics, environmental, individual, and relationship problems on sexuality and to know how to therapeutically address these problems. It emphasizes understanding the ways in which sexual problems may appear in special populations.

MFTH 617

Practicum/Supervision I

3 Semester Hours

The main objective of this course is supervised application of marital and family theory and psychotherapeutic techniques, including the application of art therapy, in field placement. Students will have opportunities to work with consumers in the community mental health system and demonstrate a beginning understanding of systemic dynamics, applied art therapy interventions, and marital and family therapy theory applications. Practicum sites have been specifically selected so students will encounter racial, cultural, linguistic, ethnic, and socioeconomic diversity. 16 hours a week for 15 weeks.

MFTH 618

Practicum/Supervision II

4 Semester Hours

Refer to MFTH 617, 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 Issues in Marital and Family Therapy

1-3 Semester Hours

Multicultural values in psychotherapy and counseling are explored. Cultural 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

1 Semester Hour

Culturally relevant fieldwork.

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. The class develops an understanding of the experiences of clients and family members of clients who are consumers of mental health services.

MFTH 638

Psychopathology

2 Semester Hours

Psychopathology as stated in DSM-IV is reviewed. The biological, psychological, social, and cultural factors involved in etiology are discussed and explored in terms of the treatment/clinical interventions.

MFTH 639

Psychopharmacology

2 Semester Hours

This course offers an overview of the neuroscience and pharmacological treatment of psychiatric disorders. It helps the student acquire necessary vocabulary, knowledge, and skills for effective collaboration with the mental health treatment team.

MFTH 640

Psychological Testing

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. Multicultural considerations in testing are integrated in all discussions.

MFTH 641

Aging and Long-Term Care

1 Semester Hour

This course strives to address the specific treatment needs and goals of the aging client. Topics include: distinguishing "normal" aging changes in intellectual, cognitive, and memory functioning from those which are a consequence of disease; introduction to the bio-psychosocial model of assessment and psychotherapeutic treatment of older adults; and issues involved when working with the elderly and their families when they confront long-term care. The opportunity to challenge assumptions regarding one's own aging and a look at issues which may impact future life plans will be provided.

MFTH 642

Trauma Theory and Treatment

2 Semester Hours

This course introduces key definitions and constructs related to trauma. It introduces theories and intervention models and overviews neurological sequences associated with trauma.

MFTH 690

Seminar: Professional Ethics

2 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.

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.

Music

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, non-chord 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 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.

Prerequisites: MUSC 122 and 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.

Prerequisites: MUSC 122 and 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***3 Semester Hours*

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, 493, or 495.

Corequisite: MUSC 491, 493, 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, methods of verbal and non-verbal 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 MUSC 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. For repeated credit, students will develop new stylistic understanding by undertaking musical and/or theatrical challenges not addressed in previous roles.

May be repeated for degree credit (maximum 12 semester hours).

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 354**World Music Practicum I***0-1 Semester Hours*

Practice of techniques and aural skills that are integral to Indonesian music. In the course of multiple semesters, students will expand their knowledge of repertoires and range of performance skills.

Corequisite: MUSC 454.

May be repeated for degree credit (maximum 4 semester hours).

MUSC 355**World Music Practicum II***0-1 Semester Hours*

Practice of techniques and aural skills that are integral to Indonesian and West African music. In the course of multiple semesters, students will expand their knowledge of repertoires and range of performance skills.

Corequisite: MUSC 455.

May be repeated for degree credit (maximum 4 semester hours).

MUSC 361**Music in Contemporary Africa***3 Semester Hours*

A survey of traditional and popular music in the Sudanic Desert, East Horn, Eastern, Southern, Central, and Western Coastal regions of Africa. The course emphasizes relationships between music and culture that can be discovered and discussed through active listening. Some hands-on performance of both music and dance.

MUSC 365**History of Jazz***3 Semester Hours*

A survey of the origins and major style periods of jazz from the antebellum 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 MUSC 387.

Prerequisite: MUSC 387.

MUSC 398

Special Studies*

1-3 Semester Hours

MUSC 399

Independent Studies*

1-3 Semester Hours

*MUSC 398 and 399 may not be designated to stand in lieu of a course in the Music curriculum, except by permission of the Chairperson.

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.

Prerequisites: MUSC 303 and 304 with grades for these courses averaging B+ (3.3) or higher.

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 music for Balinese gamelan. Repertoire includes both new and traditional compositions. In the course of multiple semesters, students will expand their knowledge of repertoires and range of performance skills.

Consent of instructor required.

Corequisite: MUSC 354.

May be repeated for degree credit (maximum 4 semester hours).

MUSC 455

World Music Ensembles II

0-1 Semester Hours

Practice and performance of music for Balinese gamelan and Ghanaian (West African) ensemble drumming. Repertoire includes both new and traditional compositions. In the course of multiple semesters, students will expand their knowledge of repertoires and performance skills.

Consent of instructor required.

Corequisite: MUSC 355.

May be repeated for degree credit (maximum 4 semester hours).

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, 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. Over the course of multiple semesters, students will develop increased ensemble skills, technical proficiency, and stylistic understanding.

Audition after enrollment.

Course may be repeated for degree credit (maximum 8 semester hours).

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. Previous choral experience is required. Through the study and performance of new and different repertoire, students who repeat the course over multiple semesters will develop increased ensemble skills, vocal proficiency, and stylistic understanding.

Audition after enrollment.

May be repeated for degree credit (maximum 8 semester hours).

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, piano, and percussion ensembles). Over the course of multiple semesters, students will develop increased ensemble skills, technical proficiency, and stylistic understanding.

Audition after enrollment; permission of instructor required (piano ensembles).

May be repeated for degree credit (maximum 8 semester hours.)

MUSC 493**Women's Chorus***0-1 Semester Hours*

The ensemble explores and performs choral repertoire drawn from a variety of styles but written specifically for treble voices. Through the study and performance of new and different repertoire, students who repeat the course over multiple semesters will develop increased ensemble skills, vocal proficiency, and stylistic understanding.

Audition after enrollment.

May be repeated for degree credit (maximum 8 semester hours).

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 an emphasis on vocal development during the study and performance of quality literature representing a variety of style periods and music genres. Through the study and performance of new and different repertoire, students who repeat the course over multiple semesters will develop increased ensemble skills, vocal proficiency, and stylistic understanding.

Audition after enrollment.

May be repeated for degree credit (maximum 8 semester hours).

MUSC 496**Theory Placement Practicum***0-1 Semester Hours*

Review of selected topics from Music Theory and 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**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, and 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 the 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.

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.

Prerequisite: 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.

Corequisite: THEA 221.

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 230

Costume History and Fashion

3 Semester Hours

Focusing on selected/representative eras from early civilizations through contemporary times, this course explores the evolution of costume (clothing) forms as a cultural expression of Western fashion. Costumes

are studied as primary artifacts in themselves and as representative signs of socio/political/economic/aesthetic forces. Of equal importance, they are studied to reveal aspects of the daily lives of human beings living in eras other than and including that of the students themselves. The special significance of the role of Fashion Designer in our era is explored. The course concludes with a student designed and presented runway show.

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.

Offered in the Fall semester.

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.

Offered in the Spring semester.

THEA 250

Theatre Practicum: Crew

0-3 Semester Hours

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 9 semester hours with a maximum of 2 semester hours in any given technical area.

Theatre Arts majors/minors only.

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 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 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 310

Intermediate Scene Study

3 Semester Hours

A continuation of THEA 210, this course continues toward the development of the integration of acting skills in scene and text analysis, accessing emotional life, voice, movement, interpretation, and character development for performance. This course is a deeper and more rigorous exploration of the acting process.

Theatre Arts majors/minors only.

Prerequisite: THEA 210.

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 313

Reader's Theatre

1-3 Semester Hours

This course develops the techniques for reading literature through the exploration of vocal flexibility and expression, textual interpretation and analysis, and the development of character through skillful and informed vocal choices.

May be repeated for credit up to 9 semester hours.

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 316**Improv for the Actor***3 Semester Hours*

An introduction to basic improvisational techniques for use on stage or to develop character. Students learn a variety of games, techniques, and skills.

THEA 317**Dialects for the Stage***3 Semester Hours*

This course teaches students how to perform a variety of dialects, such as British, Russian, German, New York and American Southern, among others, for the purposes of stage performance.

THEA 318**Stage Combat***3 Semester Hours*

Students study the methods and techniques of safe fight choreography for the stage. Topics include unarmed combat, sword fighting, and, when possible, safe firearms for the stage.

THEA 319**Tai Chi and Alexander Technique***3 Semester Hours*

Students engage in the practice of both Tai Chi Chuan and Alexander Technique in order to gain greater command of the physical and emotional instrument and to remove blocks to performance.

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 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 343**Shakespeare: Stage and Screen***3 Semester Hours*

A study of the interpretation of Shakespeare by actors, directors, and designers in theatre, opera, ballet, film, and television from the 17th century to the present.

THEA 344**Catholic Spirit in Drama***3 Semester Hours*

An exploration of the relationship between the Roman Catholic Church and drama throughout major periods, including contemporary explorations of faith through theatre.

THEA 345**Jewish Spirit in Drama***3 Semester Hours*

An exploration of the representations of Judaism and Jews in theatre and drama, as well as the dramatization of the Jewish experience. Particular attention is paid to Yiddish Theatre, Holocaust drama, and Jewish American drama, including American adaptation of Yiddish classics.

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 majors/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 majors/minors only.

Consent of Co-Chairperson and instructor required.

Prerequisite: THEA 266.

THEA 369

Stage Management

3 Semester Hours

An advanced course in the skills, duties, and practices of Production Stage Managers in the contemporary theatre. All phases of production are examined from both theoretical and real world models including those from educational, regional, and Broadway theatres. A practical experience in stage managing is also incorporated.

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 and 120.

THEA 371

One Act Play Production

3 Semester Hours

This course examines and practices the elements of producing and directing one act plays, including selection of material, performing and directing short dramas, culminating in a student-directed one act festival at the end of the semester.

Theatre Arts majors/minors only.

May be repeated for degree credit up to 9 semester hours as long as course content is different.

Prerequisite: THEA 111.

THEA 376

Student-Directed Plays

3 Semester Hours

Students direct and act in fully-produced workshop productions of plays. This collaborative class creates and performs a bill of shows tailored to students' passions, aptitudes, and interests.

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 410

Advanced Scene Study

3 Semester Hours

A concentrated approach to advanced scene analysis, with emphasis on working with styles of performance such as classical/rhetoric-based texts, texts from the theatre genres/performance styles.

Theatre Arts majors/minors only.

Prerequisite: THEA 210.

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 420

Advanced Theatre Design Seminar

3 Semester Hours

Some area of advanced design is emphasized and studied in depth. Topics may include Set, Costume, Lighting, Sound, Make-up, Digital and/or Projection, and other relevant design fields.

May be repeated twice for credit only when a different design topic is studied.

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.

Corequisite: THEA 427.

THEA 426

Advanced Scenic 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 427

Scene Painting Lab

0 Semester Hours

Basic scene painting techniques and practices are demonstrated and applied in full scale painting projects. Lab fee covers cost of brushes, paint, and material. Paint clothes required.

Corequisite: THEA 425.

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 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

0-3 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 of advanced acting techniques for particular genres such as musical theatre, comedy of errors, Shakespeare, Chekhov.

May be repeated for degree 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 busi-

ness 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 491

Surviving as an Artist

1 Semester Hour

This course builds an understanding of the unique requirements and challenges that life as an artist in our society presents. Students will be introduced to many aspects of the artistic life, including but not limited to personal finance, unions, professional conduct, and how to develop and sustain career opportunities.

Theatre Arts majors/minors only.

Credit/No Credit grading.

THEA 498

Special Studies

1-3 Semester Hours

THEA 499

Independent Studies

1-3 Semester Hours

FRANK R. SEAVER COLLEGE OF SCIENCE AND ENGINEERING COURSES

Biology

BIOL 101

General Biology I

3 Semester Hours

Unifying principles of biology; introduction to cell structure and function, genetics, control systems, tissues, organs, and organ systems.

Frank R. Seaver College of Science and Engineering majors only.

Lecture, 3 hours.

BIOL 102

General Biology II

3 Semester Hours

An introduction to the mechanism of evolution; major patterns of biotic evolution; and the principles of ecology.

Frank R. Seaver College of Science and Engineering majors only.

Lecture, 3 hours.

Prerequisites: BIOL 101 and 111.

BIOL 111

General Biology I Laboratory

2 Semester Hours

A survey of the three domains.

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 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 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 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.

Prerequisite: 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***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 311****Plant Interactions***3 Semester Hours*

Study of the various ways in which plants interact with other organisms, such as herbivores, pathogens, symbiotic bacteria and fungi, and the outcomes of that interplay. Examination of the physiological, biochemical, and genetic bases of these interactions and how understanding the chemical and molecular communication that takes place has implications for improvement of agriculture and human health.

Prerequisites: BIOL 112, 201, 202; CHEM 220.

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, 112; CHEM 110, 111; MATH 122 or 131.

BIOL 314**Tropical Ecology***4 Semester Hours*

An introduction to Neotropical biodiversity, natural history and conservation, as well as an examination of the diversity of tropical species interactions in an international field setting.

Travel embedded course—lab travels to Costa Rica during Spring break.

Prerequisites: BIOL 102, 111, 112; CHEM 221; 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

4 Semester Hours

An exploration of the interactions between organisms and their biotic and abiotic environment across population, community, and ecosystem levels.

Lecture, 3 hours; Laboratory, 4 hours; weekend field trips.

Prerequisites: BIOL 101, 102, 111, 112; CHEM 221; MATH 122 or 131.

BIOL 321

Urban Ecology

3 Semester Hours

An analysis of the dynamic and integrated nature of urbanized landscapes. Using active inquiry and the original literature, the course will engage the current theories and practice of the research being conducted on the patterns and process of urban ecosystems—ranging from biodiversity and trophic dynamics, to public health and environmental justice.

Prerequisites: BIOL 101, 102 or equivalent.

BIOL 322

Urban Ecology Laboratory

1 Semester Hour

An inquiry-based investigation into the biophysical and human social dimensions of a local urban ecosystem, with a focus on group project development. At least one Saturday trip.

Prerequisites: BIOL 112 and 321, 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, 111, 112; 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 101, 102, 111, 112; 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 112, 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, 112; 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.

Prerequisites: BIOL 101, 102, 111, 112.

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 general physiology.

Laboratory, 4 hours; Data analysis, 1 hour.

Prerequisites: BIOL 112 and 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.

Prerequisites: BIOL 112 and 353 or concurrent enrollment.

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*

Environmental and evolutionary influences on functioning of animals, focusing on mechanisms and strategies utilized by animals to cope with challenges imposed by their biotic and abiotic surroundings.

Prerequisites: BIOL 101, 102, 111, 112, 201, 202; CHEM 110, 112, 220, 221.

BIOL 358**Hormones and Behavior***4 Semester Hours*

Study of the interaction of hormones and behavior in vertebrates. Topics include organizational and activational effects of hormones, sex differences in behavior, reproductive behavior, parental behavior, social behavior, and stress.

Lecture, 3 hours; Laboratory 4 hours.

Prerequisites: BIOL 101, 112, 201; CHEM 220, 221.

BIOL 359**Cell Biology Lab***1 Semester Hour*

Laboratory experiments in cell biology.

Laboratory, 4 hours.

Prerequisites: BIOL 112, 201; 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.

Prerequisites: BIOL 112 and 361 or concurrent enrollment.

BIOL 367**Biological Databases***3 Semester Hours*

Interdisciplinary course at the interface between biology and computer science focusing on how biological information is encoded in the genome of a cell and represented as data in a database. Biological concepts include DNA structure and function, the central dogma of molecular biology, and regulation of gene expression. Computer science concepts and skills include command line interaction, the structure and functions of a database, and the management of data ranging from individual files to a full relational database management system. Emphasis on science and engineering best practices, such as maintaining journals and notebooks, managing files and code, and critically evaluating scientific and technical information. Course culminates with team projects to create new gene databases.

BIOL 368**Bioinformatics Laboratory***1 Semester Hour*

Current bioinformatics techniques will be used to address systems-level biological questions. Techniques may include: querying biological databases, sequence alignment, construction of phylogenetic trees, comparative genomics, genome annotation, protein structure analysis and prediction, modeling pathways and networks, use of biological ontologies, or the analysis of high-throughput genomic and proteomic data.

Prerequisites: BIOL 112, 202; CHEM 220.

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 112, 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

Examination of the physical, chemical, and biological patterns and processes that shape life in the oceans.

Lecture, 3 hours; Laboratory, 4 hours.

Prerequisites: BIOL 101, 102, 111, 112; 201, CHEM 110, 112.

BIOL 433

Histology

3 Semester Hours

The structure and function of human tissue types including basic histological techniques.

Prerequisites: BIOL 101, 102, 111, 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.

Prerequisites: BIOL 112 and 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 112, 202; CHEM 220.

BIOL 443

Molecular Biology

3 Semester Hours

Study of properties, synthesis, and interactions of macromolecules; genetic engineering.

Prerequisites: BIOL 202; CHEM 220, 222.

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 450**Physiology of Disease***3 Semester Hours*

Examination of normal function and selected disease-associated dysfunctions of the body's organ systems.

Prerequisites: BIOL 101, 102, 201, 202; CHEM 222 (or concurrent enrollment).

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, 112, 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 112, 202; 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; CHEM 220, 222.

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 515**Ecology of Mutualisms***2 Semester Hours*

Characterization of conditional interspecific interactions and investigations into the variability of outcomes as mediated by seasonality, chemistry, novel habitats, and morphology.

Requires consent of instructor.

Prerequisites: BIOL 102, 111, 112; CHEM 113; MATH 122 or 131.

BIOL 521**Urban Ecology***3 Semester Hours*

An analysis of the dynamic and integrated nature of urbanized landscapes. Using active inquiry and the original literature, the course will engage the current theories and practice of the research being conducted on the patterns and process of urban ecosystems—ranging from biodiversity and trophic dynamics, to public health and environmental justice.

Lecture, 3 hours.

Prerequisites: Enrollment in Urban Ecology Track or consent of instructor and program director.

BIOL 522

Marine Biology Research

2 Semester Hours

An introduction to marine biology research techniques and basic marine ecosystems.

Requires consent of instructor.

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.

Prerequisite: 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 537

Vertebrate Paleontology Research

1-2 Semester Hours

Participation in original research investigating functional, evolutionary and ecological aspects of vertebrate paleontology in mammals and birds.

Requires consent of instructor.

BIOL 551

Behavior and Physiology Research

1-2 Semester Hours

Participation in original laboratory and/or field research on social birds or mammals, addressing questions at the interfaces of behavior, physiology and ecology.

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 562

Microbiology Research

2 Semester Hours

Participation in research investigating the role of microbes in the environment using culture based and molecular 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 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 567

Plant-Microbe Interactions Research

2 Semester Hours

Participation in research investigating the association between microbes and plants.

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 584**Advanced Topics in Gene Expression***2 Semester Hours*

An in-depth exposure to topics in gene expression through analysis of data from primary research literature.

Requires consent of instructor.

Prerequisites: BIOL 201, 202.

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.

BIOL 599**Independent Studies***1-3 Semester Hours***Chemistry****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.

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*

Solutions, chemical kinetics, thermodynamics, acids and bases, equilibria, electrochemistry, nuclear reactions, and 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.

Prerequisites: CHEM 111; 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 programs, 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

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.

Lecture, 3 hours.

Prerequisites: CHEM 110 and 112.

CHEM 221

Organic Chemistry I Lab

1 Semester Hour

Introduction to the fundamental lab techniques used in organic chemistry.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 111, 113; 220 or concurrent enrollment.

CHEM 222

Organic Chemistry II

3 Semester Hours

Introduction to the chemistry of alcohols, ethers, carbonyl compounds, amines, and carbohydrates.

Lecture, 3 hours.

Prerequisite: CHEM 220.

CHEM 223

Organic Chemistry II Lab

1 Semester Hour

Laboratory experience in synthesis and analysis of organic compounds.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 221; 222 or concurrent enrollment.

CHEM 250

Earth Systems

3 Semester Hours

An introductory exploration of how the Earth works. Focus is placed on connecting the Earth systems—the solid Earth, atmosphere, oceans, and biosphere—through the cycling of chemical elements and energy. The course will also discuss significant anthropogenic impacts to the natural Earth system.

Lecture, 3 hours.

Prerequisites: CHEM 110 and 112.

CHEM 261

The Science in Science Fiction

3 Semester Hours

The physics, chemistry, and biology found in science fiction literature and 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.

Lecture, 3 hours.

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.

Lecture, 3 hours.

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

CHEM 281

The Science of CSI: An Introduction to Forensic Science

3 Semester Hours

This course gives students an introduction to the forensic sciences and an appreciation for the activities of a real forensic laboratory. This course utilizes lecture and inquiry based laboratory activities and experiments to introduce basic scientific concepts and develop problem solving and critical thinking skills in a chemical and biological context. Topics will include basic chemistry, biology, and analytical techniques; crime scene analysis; arson investigation; and fingerprint, drug, blood, and DNA analyses. No prior science background is required.

Lecture, 3 hours.

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**

1-3 Semester Hours

CHEM 299**Independent Studies**

1-3 Semester Hours

CHEM 330**Inorganic Chemistry**

3 Semester Hours

Introduction to the chemistry of the transition elements. Structure, stereochemistry, and bonding in transition metal complexes. Applied thermodynamics, oxidation-reduction, and descriptive chemistry of the main group elements. Nuclear reactions and the actinide elements.

Lecture, 3 hours.

Prerequisite: CHEM 222.

CHEM 331**Inorganic Chemistry Lab**

1 Semester Hour

The synthesis of transition metal complexes and characterization by Intra-red, UV-Visible, and NMR spectroscopy. Optical activity and the resolution of a racemic mixture. Organometallic compounds and clusters of the p-block elements. Reactions in non-aqueous solvents and under an inert atmosphere.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 222 and 223.

CHEM 340**Physical Chemistry**

3 Semester Hours

The objective of this course is to introduce the student to the principles of physical chemistry, both to satisfy a requirement of the major and to serve as preparation to enrollment in subsequent in-depth courses in selective topics in physical chemistry. Topics include: properties of gases, chemical thermodynamics, chemical equilibria, colligative properties, electrochemistry, chemical kinetics, quantum mechanics, atomic and molecular spectroscopy.

Lecture, 3 hours.

Prerequisites: CHEM 222 and 223; MATH 123 or 132; PHYS 201 or 254.

CHEM 341**Physical Chemistry Lab**

1 Semester Hour

Physical measurements, calorimetry, physical equilibria, phase behavior, chemical equilibria, kinetics, colligative properties, atomic and molecular spectroscopy.

Lecture and laboratory, 4 hours.

Prerequisite: CHEM 340 or concurrent enrollment.

CHEM 342**Advanced Physical Chemistry**

3 Semester Hours

Chemical kinetics, quantum mechanics, atomic and molecular spectroscopy, statistical mechanics.

Lecture, 3 hours.

Prerequisites: CHEM 340 and 341.

CHEM 343**Advanced Physical Chemistry Lab**

1 Semester Hour

Kinetics, colligative properties, atomic and molecular spectroscopy.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 340, 341; 342 or concurrent enrollment.

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, molecular modeling.

Lecture, 3 hours.

Prerequisites: CHEM 340 and 341.

Corequisite: CHEM 347.

CHEM 347**Physical Biochemistry Lab**

1 Semester Hour

Kinetics, colligative properties, macromolecular solution properties, atomic and molecular spectroscopy as applied to biochemical systems.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 340 and 341.

Corequisite: CHEM 346.

CHEM 352**Environmental Chemistry**

3 Semester Hours

A study of chemical processes in the environment: topics include stratospheric ozone depletion, the greenhouse effect, air pollution, sources of energy, water chemistry, water purification, sewage treatment, and pesticides.

Lecture, 3 hours.

Prerequisites: CHEM 110 and 112.

CHEM 353**Environmental Chemistry Lab**

1 Semester Hour

Analysis to determine pollutants found in air, water, soil systems; emphasis on the use of instrumental methods and techniques.

Laboratory, 4 hours.

Prerequisites: CHEM 110, 111, 112, 113.

Corequisite: CHEM 352.

CHEM 354**Air Pollution: Atmospheric Chemistry***3 Semester Hours*

Introduction to air pollution and the chemistry of the Earth's atmosphere. The fundamental natural processes controlling trace gas and aerosol concentrations in the atmosphere will be explored as well as how anthropogenic activity has affected those processes at local, regional, and global scales.

Lecture, 3 hours.

Prerequisites: CHEM 110 and 112.

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, gravimetric, and electrochemical methods.

Laboratory, 6 hours.

Corequisite: CHEM 360.

CHEM 370**Biochemistry***3 Semester Hours*

Macromolecular structure and function, enzymology, bioenergetics and kinetics, biotechnology, major metabolic pathways.

Lecture, 3 hours.

Prerequisites: CHEM 222 and 223.

CHEM 371**Biochemistry Lab***1 Semester Hour*

Techniques of protein purification, enzyme assay, and kinetics.

Lecture and laboratory, 4 hours.

Prerequisite: CHEM 370 or concurrent enrollment.

CHEM 372**Advanced Biochemistry***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 370.

CHEM 373**Advanced Biochemistry 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 370, 371; and 372 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 382**Wine Chemistry***3 Semester Hours*

Addresses the major chemical topics associated with wine production, chemical analysis of wine and wine faults. Provides an overview of wine-making and the wine industry through a combination of lecture, lab and field trips.

Minimum age of 21 required for full participation.

Lecture, 3 hours.

Prerequisite: CHEM 222.

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.

CR/NC grading only.

CHEM 397

Directed Research

1-3 Semester Hours

May be repeated for credit up to 6 semester hours.

Consent of instructor required.

CHEM 398

Special Studies

0-3 Semester Hours

CHEM 420

Advanced Organic Chemistry

3 Semester Hours

Modern synthetic reactions, mechanisms and study of organic synthesis.

Lecture, 3 hours.

Prerequisites: CHEM 220 and 222.

CHEM 421

Advanced Organic Chemistry Lab

1 Semester Hour

Laboratory techniques for multi-step synthesis and spectroscopic analysis of organic compounds.

Lecture and laboratory, 4 hours.

Prerequisites: CHEM 222 and 223.

CHEM 430

Advanced Inorganic Chemistry

3 Semester Hours

Ligand field theory and spectral properties of transition metal complexes. Acid-base concepts and non-aqueous ionizing solvents. Molecular orbital theory applied to p-block clusters. Metallic bonding and chemistry of the solid state.

Lecture, 3 hours.

Prerequisites: CHEM 330 and 331 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 460

Instrumental Analysis

4 Semester Hours

Theory of analytical methods including gas and liquid chromatography; nuclear magnetic resonance, atomic, and infrared spectroscopy; mass spectroscopy.

Lecture, 3 hours.

Prerequisites: CHEM 360; 340 and 341 or concurrent enrollment.

Corequisite: 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, mass spectrometry.

Laboratory, 4 hours.

Corequisite: 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.

Lecture, 3 hours.

Prerequisite: CHEM 370.

CHEM 476

Advanced Topics in Biochemistry and Biotechnology

3 Semester Hours

Recent advances in biochemistry and biotechnology are discussed and analyzed. Typical topics discussed include protein phage display, genome sequencing technologies, gene synthesis and mutagenesis, protein design and engineering. Students will also read and discuss recent publications from leaders in the fields of biochemistry and biotechnology.

Lecture, 3 hours.

Prerequisite: CHEM 370.

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 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.

May be repeated for credit up to 8 semester hours.

CR/NC grading only.

Approval of Department Chairperson required.

CHEM 497

Directed Research

1-3 Semester Hours

A written report is required.

May be repeated for credit up to 6 semester hours.

Consent of instructor required.

CHEM 498

Special Studies

1-3 Semester Hours

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 instruments 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).

Core Flag: Information Literacy.

Lecture, 2 hours; Laboratory, 4 hours.

Sophomore standing required.

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 250

Thermal-Fluid Systems

3 Semester Hours

The fundamental concepts of thermodynamics including properties, work, and heat; first and second laws; entropy; irreversible processes; thermodynamic analysis of power cycles and refrigeration; fluid statics; Bernoulli's equation; heat convection and radiation.

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 Uniform Building Code to the seismic design of structures.

Lecture, 3 hours.

Core Flag: Quantitative Reasoning.

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.

Prerequisite: CIVL 250.

CIVL 311

Fluid Mechanics Laboratory

1 Semester Hour

A companion laboratory of CIVL 310.

Laboratory, 3 hours.

Corequisite: CIVL 310.

CIVL 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 inter-relationships of the movement of pollutants between the land, air, and water media are discussed.

Lecture, 3 hours.

Core: Explorations: Nature of Science, Technology, and Mathematics (Civil Engineering majors only).

Prerequisites: BIOL 114, CHEM 114, and MATH 123 or 132.

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 132.

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.

Core: Explorations: Understanding Human Behavior (Civil Engineering majors only).

Lecture, 3 hours.

Prerequisite: MATH 132.

CIVL 400

Fundamentals of Water and Wastewater Treatment

3 Semester Hours

Fundamentals of water and wastewater treatment systems; water and wastewater characteristics, analysis and design and conventional water treatment systems and physical, chemical, and biological processes for wastewater treatment.

Core Flag: Oral Skills.

Lecture, 3 hours.

Prerequisites: CIVL 310 and 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 ground-

water supplies, reservoir yield and operation, determination of water requirements, analysis of water supply and distribution systems.

Core Flag: Information Literacy.

Lecture, 3 hours.

Prerequisite: CIVL 310.

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.

Core Flag: Writing.

Lecture, 3 hours; Laboratory, 3 hours.

Prerequisites: CIVL 200 and 310.

CIVL 411

Design of Foundations and Earth Structures

3 Semester Hours

Design methods for foundations and earth structures. Design of footings and piles including stability and settlement, slopes, and retaining structures.

Lecture, 3 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 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, sustainability 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 project reports and presentations are required.

Lecture, 2 hours; Design Laboratory, 4 hours.

Core Flags: Engaged Learning, Writing.

Senior standing required.

Prerequisites: CIVL 210, 395, 400, 406, 410.

CIVL 498

Special Studies

1-4 Semester Hours

CIVL 499**Independent Studies***1-4 Semester Hours***CIVL 503****Engineering Sustainability and LEED***3 Semester Hours*

Introduction to the role of engineers in sustainability with focus on the modern engineer's role on design. Topics include environmental impacts, sustainable construction, recycled water and desalination, renewable energy, and management and conservation techniques. Additionally, the course prepares students in Leadership in Energy and Environmental Design (LEED) with the overall goal for them to receive LEED Green Associate credentials.

Lecture, 3 hours.

Senior standing or permission of instructor required.

CIVL 504**Applied Fluid Mechanics***3 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, 3 hours.

Requires consent of instructor.

CIVL 510**Open Channel Hydraulics***3 Semester Hours*

Study of steady uniform and non-uniform flow in open channels; design of channels, transitions, confluences, culverts, and other hydraulic structures.

Lecture, 3 hours.

Prerequisite: CIVL 310.

CIVL 511**Hydraulic Analysis and Design***3 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, 3 hours.

Prerequisite: CIVL 310 or 504.

CIVL 512**Air Pollution Analysis***3 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, 3 hours.

CIVL 513**Solid Wastes Engineering***3 Semester Hours*

An application of current technology in the collection, control, disposal, and recovery of value from solid wastes.

Lecture, 3 hours.

CIVL 514**Groundwater Hydrology***3 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, 3 hours.

Prerequisite: CIVL 310 or 504.

CIVL 515**Industrial Waste Management***3 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, 3 hours.

Prerequisites: CIVL 400 and ENVS 510.

CIVL 520**Computers and Environmental Analysis***3 Semester Hours***CIVL 531****Principles of Water Quality Management***3 Semester Hours*

Review of the 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.

CIVL 534**Groundwater Management***3 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 548**Hazardous Substances Management***3 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, 3 hours.

CIVL 549

Hazardous Waste Remediation

3 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, 3 hours.

CIVL 550

Fundamentals of Environmental Health Risk Management

3 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, 3 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 Exam

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 602

Membrane Treatment Systems

3 Semester Hours

Characteristics, application, and selection of membranes for treatment, including reverse osmosis, microfiltration, ultrafiltration and other technologies. Membrane design, process and operation of surface water, groundwater, seawater, wastewater, recycled water and industrial water.

Lecture, 3 hours.

Prerequisites: ENVS 531 or 631 and 633.

CIVL 603

Engineering Sustainability and LEED

3 Semester Hours

Introduction to the role of engineers in sustainability with focus on the modern engineer's role on design. Topics include environmental impacts, sustainable construction, recycled water and desalination, renewable energy, and management and conservation techniques. Additionally, the course prepares students in Leadership in Energy and Environmental Design (LEED) with the overall goal for them to receive LEED Green Associate credentials.

Lecture, 3 hours.

CIVL 604

Climate Change, Impacts, and Sustainability

3 Semester Hours

Overview of Earth's climate system and exploration of the science, impacts, and politics of global climate change. Specific topics include the greenhouse effect; El Niño; atmospheric and oceanic circulations; observations and projections; impacts on water resources and agriculture; politics; alternative energy; sustainability; and mitigation. Special emphasis is placed on California and the western United States.

Lecture, 3 hours.

CIVL 605

Engineering Communications

3 Semester Hours

Written and verbal communication in the engineering profession.

Students for whom English is a second language may not enroll in this class until their second year at LMU.

CIVL 607

Hydraulic Analysis and Design

3 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, 3 hours.

Prerequisite: CIVL 310 or 504.

CIVL 608

Groundwater Hydrology

3 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, 3 hours.

Prerequisite: CIVL 504 or equivalent.

CIVL 609

Open Channel Hydraulics

3 Semester Hours

Study of steady uniform and non-uniform flow in open channels; design of channels, transitions, confluences, culverts, and other hydraulic structures.

Lecture, 3 hours.

Prerequisite: CIVL 504 or equivalent.

CIVL 610

Water and Wastewater Treatment Systems Design

3 Semester Hours

Integration of unit processes and operations and functional engineering design of water treatment systems.

Prerequisite: CIVL 640.

CIVL 612

Air Pollution Analysis

3 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 613

Solid Wastes Engineering

3 Semester Hours

An application of current technology in the collection, control, disposal, and recovery of value from solid wastes.

Lecture, 3 hours.

CIVL 614

Industrial Waste Management

3 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

3 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

3 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

3 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

3 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

3 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 310 or 504 or equivalent; ENVS 631 and 633.

CIVL 641

Biological Treatment Processes

3 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 310 or 504 or equivalent; ENVS 631, 633, and 644.

CIVL 648

Hazardous Substance Management

3 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

3 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

3 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***3 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***3 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***3 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***3 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***3 Semester Hours***CIVL 698****Special Studies***1-4 Semester Hours***CIVL 699****Independent Studies***1-4 Semester Hours***Computer Science****CMSI 161****Computing in Popular Culture***3 Semester Hours*

Common stereotypes and assumptions about computing, as reflected in art, entertainment, and conventional wisdom—and the truths and fallacies behind them. Deeper study of particularly seminal popular representations of computing concepts. Critical study of the depiction of computing in film (e.g., *2001: A Space Odyssey*, *The Matrix*, *War Games*), literature (e.g., *Neuromancer*; *I, Robot*; *The Soul of a New Machine*; *The Hitchhiker's Guide to the Galaxy*), and mixed media (e.g., "Spock's Brain," *Max Headroom*, and Univac's 1952 presidential election forecast).

Lecture, 3 hours.

CMSI 182**Introduction to Computer Science***3 Semester Hours*

History of computer science and its relationship to other fields. The benefits of computational thinking in daily life. Numerous examples connecting computing and computing technology to human activities, such as sporting events, elections, politics, and health care. Coursework includes writing small-scale computer programs.

Lecture, 3 hours.

CMSI 185**Computer Programming***3 Semester Hours*

Introduction to algorithms and computer programming using Java, JavaScript, or Python.

Lecture, 3 hours.

CMSI 186**Programming Lab***3 Semester Hours*

Apprenticeship-styled workshop in Java or JavaScript programming, loosely structured around the notion of algorithm paradigms, treating one medium-sized application every two weeks in a laboratory setting. Typical projects include discrete simulation, randomized estimation, maze solving, dynamic programming, large-number arithmetic, and numerical methods.

For majors and minors only.

Prerequisite: A grade of C (2.0) or better in CMSI 185 or consent of instructor.

CMSI 261**Language, Thought, and Computation***3 Semester Hours*

A study of the philosophical and epistemological roots of computer science, covering language, thought, logic, cognition, computation, the Church-Turing thesis, computer programming, and artificial intelligence. Mathematical models of knowledge, learning, consciousness, and self-awareness. Structural and statistical foundations of human language. Holism, reductionism, Zen, and dualism.

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 266**Electronic Markets**

3 Semester Hours

Study of the convergence of markets, fair division, and dispute resolution with modern information technologies. Topics include: utility theory; formal definitions for fairness; algorithms for proportional, strong, and envy-free division; complexity of cake-cutting algorithms; unequal shares; indivisible goods; impossibility theorems; auctions and elections; electronic markets vs. electronic commerce; parimutuel wagering and modern wagering websites; efficient market hypothesis; introduction to price theory; prediction markets and IEM (Iowa Electronic Markets); securities exchanges and NASDAQ; online auction markets and eBay; architecture and implementation; scalability and security; legal issues; future directions.

Lecture, 3 hours.

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

CMSI 281**Data Structures***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**Algorithms***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*

An introduction to the basic organization of computer systems. Digital representation of textual and numeric information. Machine instructions and instruction formats, assemblers and assembly languages, linking and loading, process execution, interrupt and device-handling, and file management. System-level programming in C and assembly language.

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 367**Biological Databases***3 Semester Hours*

The representation, storage, and transformation of biological data. Topics include the central dogma of molecular biology, the genetic code, the Human Genome Project, sequence databases, formats and conversion, searching and regular expressions, XML, and relational databases in biology. Students build and potentially release an open source gene database for a new species at the end of the course.

Lecture, 3 hours.

CMSI 370**Interaction Design***3 Semester Hours*

Introduction to interaction design and human-computer interaction, with equal emphasis on learning how to design and evaluate interaction architectures, and learning how to use existing frameworks to implement such architectures. Topics include: interaction guidelines, principles, and theories; usability engineering; the model-view-controller (MVC) paradigm; and current frameworks such as HTML5, GLUT, and Cocoa.

Lecture, 3 hours.

Prerequisite: CMSI 281.

CMSI 371**Computer Graphics***3 Semester Hours*

Introduction to interactive computer graphics. Topics include the design and use of three-dimensional graphics engines and APIs, animation, physics and computer games, modeling, computational geometry, shading, ray tracing, and fractal geometry.

Lecture, 3 hours.

Prerequisite: CMSI 281.

CMSI 375**Game Design***3 Semester Hours*

The art and science of games, hosted by a machine or otherwise. Goals, rules, game balance, and other fundamentals are introduced, as well as implementation issues such as modeling, physics, animation, networking, and performance. Coverage of existing gaming platforms and languages is provided as needed. Concepts are applied in an appropriately scaled, team-implemented game project.

Lecture, 3 hours.

CMSI 377**Introduction to Virtual Worlds**

3 Semester Hours

An introduction to the history of, and the technological and social aspects surrounding, virtual worlds. Topics include building and scripting objects, and the interaction between avatars, avatar customization, and computer science concepts underlying virtual worlds.

Lecture, 3 hours.

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, process management, mutual exclusion, synchronization and message-passing; primary memory management, multiprogramming, paged allocation and paging policies; resource and I/O management; file systems, and security.

Lecture, 3 hours.

Prerequisite: CMSI 284.

CMSI 390**Internship or Practicum***1-2 Semester Hours*

Credit awarded for 1) preparing supporting documentation for actual internships taken, or 2) participating in an individual or group directed research project resulting in a project or paper that is presented at a conference or University-sanctioned event.

May be repeated for credit.

CMSI 398**Special Studies***1-3 Semester Hours***CMSI 399****Independent Studies***1-3 Semester Hours***CMSI 401****Software Engineering Laboratory***3 Semester Hours*

Design and implementation of large programs in a group setting, including 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 Laboratory***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 fundamental concepts needed to attain human-level intelligence in computer systems. Topics include agent architectures, problem-solving methods, heuristic search, game playing, knowledge representation, symbolic reasoning, computational models of virtual humans, 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 an emphasis on relational and object-oriented models. Topics include database system structure, semantic data modeling, relational databases, object-oriented extensions, formal query languages, integrity and security, physical design of databases, indexing and hashing, and query processing and optimization. Transaction processing, concurrency, and crash recovery are introduced.

Lecture, 3 hours.

Prerequisite: CMSI 386.

CMSI 488**Language Translation and Implementation**

4 Semester Hours

Introduction to the theory and design of translators and interpreters for high-level computer programming languages. Topics include programming language specification, scanner construction, parser construction, intermediate representations, virtual machines, code generation, and optimization. Comparisons between computer and natural language translations are also covered.

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 586

Database Design and Database Systems I

3 Semester Hours

Fundamentals concepts in the field of database technology. Topics include hierarchical, network, object, object-relational, relational, and XML models; database system structure; semantic data modeling; relational database systems; relational query languages; practical database design methodology; mapping of DB tables to UML class diagrams; DB requirements analysis and traceability; introduction to functional dependencies and normalization through 3NF.

Course is designed to meet the needs of Systems Engineering students.

Not available for credit to students who have completed CMSI 486.

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).

Successful completion of coursework and the endorsement of the faculty advisor required. (The seminar can be taken during the final semester of coursework subject to the approval of the faculty advisor.)

Note: Students unable to complete the CMSI 601 project within one semester may request an "in process" grade and complete the project the subsequent term. Students wishing to change their project after the first semester of enrollment in CMSI 601 will need to re-enroll in the course. Students who are unable to complete the CMSI 601 project after two semesters can petition for a continuation of the "in process" grade. If the petition is not granted, re-enrollment in CMSI 601 will be necessary.

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.

Lecture, 3 hours.

CMSI 644

Advanced Modeling of Software Systems

3 Semester Hours

Study of model-driven engineering and its ability to alleviate platform complexity and effectively express domain concepts. Topics include techniques for designing, implementing, and maintaining robust software systems; the Unified Modeling Language (UML) and entity relationship modeling (ERD); automation of change evolution in models; and definition of standards that enable tools and models to work together.

Lecture, 3 hours.

CMSI 670

Topics in 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.

Lecture, 3 hours.

CMSI 677

Artificial Intelligence

3 Semester Hours

Study of the fundamental concepts needed to attain human-level intelligence in computer systems. Topics include: agent architectures, problem-solving methods, heuristic search, game playing, knowledge representation frames, inheritance and common-sense reasoning, neural networks, genetic algorithms, conceptual clustering, and current research in the field.

Lecture, 3 hours.

Prerequisites: CMSI 385 and 386 or consent of the instructor.

CMSI 678

Multi-agent Systems and Distributed Artificial Intelligence

3 Semester Hours

Study of the development of multi-agent systems for distributed artificial intelligence. Topics include intelligent agents, multi-agent systems, agent societies, problem solving, search, decision-making, and learning algorithms in the distributed Artificial domain, industrial and practical applications of distributed artificial intelligence techniques to real-world problems.

Lecture, 3 hours.

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.

Lecture, 3 hours.

CMSI 686**Database Design and Database Systems II***3 Semester Hours*

Advanced concepts in the field of database technology. Course begins with a review of database system structure, semantic data modeling, relational databases, and object-oriented extensions. Additional topics include relational algebra and formal query languages; integrity, functional dependencies, normalization, security, physical design of databases, indexing and hashing, query processing and optimization, transaction processing, concurrency, crash recovery, and current research in the field.

Lecture, 3 hours.

Prerequisite: CMSI 486 or 586, or consent of the instructor.

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***Electrical Engineering****ELEC 210****Electric Circuit Analysis***3 Semester Hours*

Introduction to the principles of electric circuit analysis, DC, AC, transient and steady-state response of electric circuits; electric power.

Lecture, 3 hours; Laboratory, 2 hours.

Corequisite: ELEC 213.

Prerequisites: ENGR 160 and MATH 131.

ELEC 213**Electric Circuit Analysis Lab***0 Semester Hours*

Laboratory experiments on electric circuits. This is a companion laboratory course to the electric circuit analysis course.

Corequisite: ELEC 210.

Prerequisites: ENGR 160 and MATH 131.

Engineering majors only.

ELEC 220**Electric Circuit Applications***3 Semester Hours*

Laplace transform applications, network functions, frequency response, analog filters, two-port networks, three phase power, magnetic circuits.

Lecture, 3 hours.

Prerequisites: ELEC 210; MATH 245 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 298**Special Studies***0-3 Semester Hours***ELEC 299****Independent Studies***1-3 Semester 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 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-time signals and systems. Signal characterization, Laplace transform, Z-transform, Fourier series, Fourier transform, discrete Fourier transform, State variable analysis. Applications to differential and difference equations.

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.

Not open to CMSI majors.

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.

ELEC 423

Communications I

3 Semester Hours

Review of topics in Signals and Systems, Fourier transform and frequency-domain analysis. Introduction to the principles of operation of typical analog and digital communication systems. Extensive discussion on modulation and demodulation, power and bandwidth.

Lecture, 3 hours.

Prerequisite: ELEC 371.

ELEC 424

Communications II

3 Semester Hours

Fundamentals of probability, random variables, and random processes. Performance analysis of typical communication systems. Introduction to information theory and coding theories.

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.

Senior standing and permission of instructor required.

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, 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 links. 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 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.

ELEC 632

Optimization Techniques in Signal Processing

3 Semester Hours

An introduction to the theory, analysis, and design of optimal 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, 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 fiber optic 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

Theories and techniques for testing digital circuits and systems, design techniques for fault-tolerant digital systems, test generation for combinational and sequence 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 695

Master's Thesis I

3 Semester Hours

Graduate students electing the thesis option must obtain a thesis advisor before departmental consent will be considered and comply with the Frank R. Seaver College of Science and Engineering Master's Thesis Requirements.

Credit/No Credit grading.

Prerequisite: ELEC 601 or concurrent enrollment.

ELEC 696

Master's Thesis II

3 Semester Hours

Students could choose to continue with further research and/or development of their Thesis project for a second semester after successfully finishing ELEC 695. Consents of the Department and the advisor are required.

Credit/No Credit grading.

Prerequisite: ELEC 695.

ELEC 697

Master's Thesis III

3 Semester Hours

Students could choose to continue with further research and/or development of their Thesis project for a third semester after successfully finishing ELEC 695 and ELEC 696. Consents of the Department and the advisor are required.

Credit/No Credit grading.

Prerequisites: ELEC 695 and ELEC 696.

ELEC 698

Special Studies

1-3 Semester Hours

ELEC 699

Independent Studies

1-3 Semester Hours

General Engineering

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 198

Special Studies

1-3 Semester Hours

ENGR 199

Independent Studies

1-3 Semester 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 298

Special Studies

1-3 Semester Hours

ENGR 299

Independent Studies

1-3 Semester Hours

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 398

Special Studies

1-3 Semester Hours

ENGR 399

Independent Studies

1-3 Semester Hours

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.

ENGR 498

Special Studies

1-3 Semester Hours

ENGR 499

Independent Studies

1-3 Semester Hours

Environmental Science

ENVS 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.

Lecture, 3 hours.

ENVS 250

Earth Systems

3 Semester Hours

An introductory exploration of how the Earth works. Focus is placed on connecting the Earth systems—the solid Earth, atmosphere, oceans, and biosphere—through the cycling of chemical elements and energy. The course will also discuss significant anthropogenic impacts to the natural Earth system.

Lecture, 3 hours.

Prerequisites: CHEM 110 and 112.

ENVS 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.

Lecture, 3 hours.

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

ENVS 275

The Automobile and the Environment

3 Semester Hours

The study of geologic processes in mineral formation, world-wide distribution, and commercial value to human societies.

Lecture, 3 hours.

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

ENVS 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.

Lecture, 3 hours.

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

ENVS 279

Principles of Environmental Sustainability

3 Semester Hours

This course explores the reality that the most difficult and enduring challenges are not merely technical but also social and institutional. An introduction to the basic science behind key environmental issues is provided along with tools for analyzing the social and institutional underpinnings of environmental conflict, and strategies to move towards sustainability.

Lecture, 3 hours.

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

ENVS 300

Engineering Geology

3 Semester Hours

Atmospheric, aqueous, and igneous agencies; river and marine deposits, glaciers, earth movements, volcanoes, earthquakes. Emphasis placed on factors affecting engineering projects; field trips.

Lecture, 3 hours.

ENVS 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.

Lecture, 3 hours.

Prerequisites: BIOL 101, 102; CHEM 110, 112; or ENVS 101.

ENVS 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.

Prerequisites: MATH 104; ENVS 301 or concurrent enrollment.

ENVS 310

Oceanography

3 Semester Hours

The basic concepts of physical and biological oceanography will be presented.

Lecture, 3 hours.

Prerequisites: BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113.

ENVS 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.

Lecture, 3 hours.

Prerequisites: CHEM 112 and 113.

ENVS 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, 102; CHEM 110, 112; MATH 104.

ENVS 398

Special Studies

1-3 Semester Hours

ENVS 399

Independent Studies

1-4 Semester Hours

ENVS 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.

Consent of instructor required.

ENVS 420

Environmental Systems Laboratory

3 Semester Hours

Chemical and microbiological tests and demonstrations for environmental systems.

Laboratory, 3 hours.

ENVS 490

Environmental Science Teaching

0-2 Semester Hours

Guided teaching of undergraduate laboratories.

May be repeated for credit.

Consent of instructor required.

ENVS 493

Environmental Science Internship

1-4 Semester Hours

Work experience in the field of environmental science in a research, industry, or municipal setting.

ENVS 498

Special Studies

1-4 Semester Hours

ENVS 499

Independent Studies

1-4 Semester Hours

ENVS 500

Geology

3 Semester Hours

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

ENVS 504

Climate Change, Impacts, and Sustainability

3 Semester Hours

Overview of Earth's climate system and exploration of the science, impacts, and politics of global climate change. Specific topics include the greenhouse effect; El Niño; atmospheric and oceanic circulations; observations and projections; impacts on water resources and agriculture; politics; alternative energy; sustainability; and mitigation. Special emphasis is placed on California and the western United States.

ENVS 510

Chemistry for Environmental Engineers and Scientists

3 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, 3 hours.

Prerequisite: CHEM 114 or equivalent.

ENVS 513

Solid Waste Engineering

3 Semester Hours

An application of current technology in the control, disposal, and recovery of value from solid wastes.

Lecture, 3 hours.

ENVS 515

Environmental Impact Reports

3 Semester Hours

An engineering perspective of managing projects through the California Environmental Quality Act (CEQA) process.

Lecture, 3 hours.

ENVS 518

Applied Oceanography

3 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, 3 hours.

ENVS 525

Inland Waters

3 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.

Lecture, 3 hours.

Prerequisites: ENVS 510 or 610 and ENVS 544 or 644.

ENVS 531

Principles of Water Quality Management

3 Semester Hours

Review of the 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 533

Aquatic Chemistry

3 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, 3 hours.

Prerequisite: ENVS 510 or 610.

ENVS 544

Applied Microbiology

3 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, 3 hours.

Prerequisites: CIVL 400 and ENVS 510.

ENVS 550

Watershed Function and Protection

3 Semester Hours

Discussion of watershed structure, function, pollution, management and protection. Topics include ecosystem services provided by various types of watersheds, impacts from various pollutants and poor land uses, and mitigation measures through various regulatory measures and best management practices (BMPs). Several weekend field trips are required, and a class project will be assigned involving some aspect of watershed protection strategy.

Junior or senior standing required.

ENVS 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.

ENVS 598

Special Studies

1-4 Semester Hours

ENVS 599

Independent Studies

1-4 Semester Hours

ENVS 600

Ecology of Resilient Cities

3 Semester Hours

An investigation into the biophysical and social ecology of urban environments. Considering human legacies of land use and land cover change, the course explores the core elements of sustainable urban communities.

Lecture, 3 hours.

Enrollment in Urban Ecology Track or consent of instructor and program director required.

ENVS 601

The Behavioral Ecology and Management of Urban Wildlife

3 Semester Hours

An examination of how wildlife populations interact with the urban environments and the humans that populate them. This course has a strong focus on data and methodology and considers the role of urban habitats as sources and sinks for native and invasive species.

Lecture, 3 hours.

Enrollment in Urban Ecology Track or consent of instructor and program director required.

ENVS 602**Land Use, Legacies and Transformation in Urban Ecosystems***3 Semester Hours*

Enrollment in Urban Ecology Track or consent of instructor and program director required.

ENVS 603**Advanced Topics in Urban Ecology***3 Semester Hours*

Taught as a seminar, this course provides a forum for investigating cutting edge ideas in urban ecosystem function and change. Taught from the original literature, and with the help of visiting scholars, the themes of the course will vary from year to year.

ENVS 604**Climate Change, Impacts, and Sustainability***3 Semester Hours*

Overview of Earth's climate system and exploration of the science, impacts, and politics of global climate change. Specific topics include the greenhouse effect; El Niño; atmospheric and oceanic circulations; observations and projections; impacts on water resources and agriculture; politics; alternative energy; sustainability; and mitigation. Special emphasis is placed on California and the western United States.

ENVS 610**Chemistry for Environmental Engineers and Scientists***3 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***3 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***3 Semester Hours*

An engineering perspective of managing water and wastewater projects through the California Environmental Quality Act (CEQA) process.

ENVS 618**Applied Oceanography***3 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***3 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.

Prerequisites: ENVS 510 or 610 and ENVS 644.

ENVS 631**Principles of Water Quality Management***3 Semester Hours*

Review of the 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***3 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 510 or 610.

ENVS 635**Chemical Fate and Transport***3 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***3 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 510 or 610 and ENVS 531 or 631.

ENVS 645**Environmental Engineering and Science Laboratory***3 Semester Hours*

The application of standard tests to determine the chemical and biological quality characteristics in wastewater, water, and aquatic systems.

Prerequisites: ENVS 531 or 631, ENVS 533 or 633, and ENVS 544 or 644.

ENVS 650**Watershed Function and Protection***3 Semester Hours*

Discussion of watershed structure, function, pollution, management and protection. Topics include ecosystem services provided by various types of watersheds, impacts from various pollutants and poor land uses, and mitigation measures through various regulatory measures and best management practices (BMPs). Several weekend field trips are required, and a class project will be assigned involving some aspect of watershed protection strategy.

ENVS 695**Master Thesis***3 Semester Hours***ENVS 698****Independent Studies***1-4 Semester Hours***ENVS 699****Independent Studies***1-4 Semester Hours***Health and Human Sciences****HHSC 150****Human Anatomy and Physiology***3 Semester Hours*

The development, structure, and function of the human body with emphasis on integration and homeostasis.

Lecture, 3 hours.

For Psychology majors only.

HHSC 155**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.

HHSC 156**Human Anatomy and Physiology I Lab***1 Semester Hour*

Companion lab course to HHSC 155.

Laboratory, 4 hours.

Prerequisite: HHSC 155 or concurrent enrollment.

HHSC 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.

HHSC 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.

HHSC 170**Personal Health***3 Semester Hours*

This course will introduce students to the basics of human health, including physical and psychological well-being, spiritual health, environmental health, nutrition, and exercise. Other health topics will be included. An activity component is required.

Lecture, 3 hours.

HHSC 190**Medical Terminology and Seminar***3 Semester Hours*

Introduction to medical terminology. Exploration of areas of study and career opportunities within health careers.

HHSC and ATTR majors only.

Lecture and online, 3 hours.

HHSC 230**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.

HHSC 255**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.

HHSC 256**Human Anatomy and Physiology II Lab***1 Semester Hour*

Companion lab course to HHSC 255.

Laboratory, 4 hours.

Prerequisite: HHSC 255 or concurrent enrollment.

HHSC 278**Science, Nutrition, and Health***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.

Non-HHSC majors only.

HHSC 301

Athletic Training Practicum I

1 Semester Hour

Supervised experience in an athletic training environment. Additional study required with an emphasis on taping/bracing and athletic injury management. The affiliated clinical rotation occurs in the LMU Athletic Training Room.

Formal acceptance in the ATEP required.

Prerequisite: HHSC160.

HHSC 302

Athletic Training Practicum II

2 Semester Hours

Supervised experience in an athletic training environment. Additional study required with an emphasis on upper extremity evaluation. The affiliated clinical rotation occurs at any of the following sites: LMU, local high school, or junior college athletic training facility.

Formal acceptance in the ATEP required.

Prerequisites: HHSC 360 and 301.

HHSC 303

Athletic Training Practicum III

2 Semester Hours

Supervised experience in an athletic training environment. Additional study required, with an emphasis on lower extremity evaluation. The affiliated clinical rotation occurs at any of the following sites: LMU, local high school, or junior college athletic training facility.

Formal acceptance into the ATEP required.

Prerequisites: HHSC 361 and 302.

HHSC 304

Athletic Training Practicum IV

2 Semester Hours

Supervised experience in an athletic training environment. Additional study required, with an emphasis on therapeutic modalities. The affiliated clinical rotation occurs at a local physical therapy clinic.

Formal acceptance into the ATEP required.

Prerequisites: HHSC 303 and 460.

HHSC 310

Test and Measurements

3 Semester Hours

Study of measurement techniques and instruments, descriptive and inferential statistics and evaluation procedures in human performance. Assessment of cognitive, physical, and motor domains through test construction, administration, and interpretation are the central content areas of the course. An original research proposal including statistical design is required.

Lecture, 3 hours.

HHSC 311

Test and Measurements Laboratory

1 Semester Hour

HHSC 320

Obesity and Behavior

3 Semester Hours

This course will examine how body composition, endocrinology, and obesity-related tissue inflammation relate to chronic disease. Special emphasis on the burden of chronic disease in medically underserved communities, as well as disparities in nutritional options and opportunities for physical activity. This course will integrate a service-learning component in disease prevention and health promotion to foster culturally and environmentally appropriate application of theory in public health.

Prerequisites: BIOL 101; HHSC 230 or 278.

Corequisite: HHSC 321.

HHSC 321

Obesity and Behavior Lab

1 Semester Hour

Companion lab course to HHSC 320. Laboratory and fieldwork experiences to provide training in characterizing the burden of obesity-related diseases within a target population. Special emphasis on body composition and biomarkers.

Corequisite: HHSC 320.

HHSC 322

Public Health

3 Semester Hours

This course will emphasize the role of built, social, and political environments as determinants of public health in geographic communities and among communities of workers. Provides an overview of population dynamics (growth/decline, distribution, fertility, morbidity, migration, maternal and child health). Includes occupational and community-level assessment of medical risks, pollution, sanitation, disability, injury, and death. Will also address primary occupational hazards and the potential for direct and indirect impact on the health of surrounding communities.

HHSC 330

Medical Nutrition Therapy

3 Semester Hours

This course requires application of nutritional principles for use in preventing or treating various pathological conditions. Common dysfunction of the cardiovascular, respiratory, renal, gastrointestinal, endocrine systems and more will be covered in relationship to dietary prevention and intervention using the Nutrition Care Process.

Lecture, 3 hours.

Prerequisites: HHSC 255, 256, and 230 or 278.

Corequisite: HHSC 331.

Majors only.

HHSC 331

Medical Nutrition Therapy Laboratory

1 Semester Hour

Methods of nutritional assessment will be learned while utilizing the Nutrition Care Process for developing diagnoses. Students will conduct biochemical tests commonly used by dietitians to evaluate nutritional status. This course requires hands-on application of nutritional principles for use in preventing or treating various medical conditions.

Pathologies of the cardiovascular, hematological, endocrine systems and more will be covered in relationship to dietary assessment and status.

Prerequisites: HHSC 255, 256, and 230 or 278.

Corequisite: HHSC 330.

Majors only.

HHSC 334

Sports Medicine Teaching Workshop

3 Semester Hours

The course focuses on taking the knowledge that students have gained in their major and implementing it in a community-based learning setting at Westchester Enriches Sciences Magnet High School.

HHSC 335

Global Nutrition

3 Semester Hours

Nutritional science will be covered in relation to global perspectives, culture, religion, and environmental issues. Physiological explanation to undernutrition and strategies to overcome them will be examined. Nutrition-related chronic diseases in various nations will be investigated. Discussion will include the influence of culture and religion on dietary practices and nutrient intake. Study will include topics of world hunger, food safety, genetically modified foods, and organic/sustainable farming practices. The agricultural approach to farming and its influence on the environment, our food supply, and ultimately our health will be studied.

Prerequisite: HHSC 278 or 230.

Corequisite: HHSC 336.

Majors only.

HHSC 336

Nutrition Service Learning Lab

1 Semester Hour

HHSC 342

Peer Health Education

3 Semester Hours

This course is designed to challenge and expand students' beliefs and perceptions about health and wellness through active discussion and exercises in introspection. Students will receive current information on the most pressing and relevant issues related to the college population including general wellness, public health issues (current and future), nutrition/exercise, sexual health and identity, body image/eating disorders, stress management, sexual assault, and substance abuse (alcohol and drugs). Students will research and present on a health related topic to enhance their presentation and communication skills.

Lecture, 3 hours.

HHSC 344

Global and Community Health

3 Semester Hours

This course will address all different kinds of health issues in the local community and around the globe. Global and Community Health will address issues on LMU's campus, in Los Angeles, in the United States, and in other regions of the world. These aspects of health include physical, intellectual, social, spiritual, and emotional. The primary topics will be health promotion, disease prevention, health systems, consumer health issues, communicable diseases, and chronic health problems. Each of these issues will be addressed from the perspective of each of the communities previously stated. Critical thinking will be a major com-

ponent of this course, and ethical and environmental considerations will also be addressed. The topics will be timely and applicable to current health concerns around the globe. There will also be a focus on health promotion and how best to address the health concerns in the variety of communities discussed.

HHSC 350

Exercise for Special Populations

3 Semester Hours

This course is designed for the future allied health professionals who would like to further their knowledge in the area of appropriate physical activity management for individuals with disabilities and chronic diseases. The course will cover but is not limited to the following topics: ADA and CA public school law, disability etiquette, etiology, epidemiology and pathophysiology of various chronic diseases and disabilities, role of physical activity in lives of persons with disabilities/chronic diseases. The course will include a community based learning component.

HHSC 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.

Lecture, 3 hours.

Prerequisites: HHSC 255 and 256 or concurrent enrollment.

HHSC 361

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.

Lecture, 3 hours.

Prerequisites: HHSC 255 and 256 or concurrent enrollment; HHSC 360.

HHSC 375

Scientific Principles of Strength and Conditioning

3 Semester Hours

Scientific Principles of Strength and Conditioning is intended to introduce the science and physiology behind strength training and conditioning. Oftentimes the strength and conditioning issues are misunderstood due to common popular myths. Sound scientific principles will be used to dispel such ideas. A variety of strength training and conditioning topics will be covered in order to prepare a student who is interested in becoming a Certified Strength and Conditioning Specialist (CSCS) or a Certified Personal Trainer (CPT) through the National Strength and Conditioning Association (NSCA).

Lecture, 3 hours.

Prerequisites: HHSC 255 and 256.

HHSC 376

Strength Physiology and Assessment Laboratory

1 Semester Hour

This course is meant to provide students with experiences in exercise technique, assessment, and instruction methodology. Students will gain the requisite applied skills and experiences necessary to become recog-

nized by the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS).

Corequisite: HHSC 375.

HHSC 380

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.

Lecture, 3 hours.

Prerequisites: HHSC 255 and 256.

HHSC 381

Kinesiology Laboratory

1 Semester Hour

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: HHSC 255 and 256.

HHSC 385

Motor Development

3 Semester Hours

A study of motor, physical, and neuromuscular development from prenatal periods to mature age.

Lecture, 3 hours.

HHSC 399

Independent Studies

1-4 Semester Hours

HHSC 401

Athletic Training Internship I

2 Semester Hours

Supervised experience in an athletic training environment. Additional study required, with an emphasis on therapeutic rehabilitation. The affiliated clinical rotation occurs at any of the following sites: LMU, local high school, college, or junior college athletic training facility.

Formal acceptance into the ATEP required.

Prerequisites: HHSC 461 and 304.

HHSC 402

Athletic Training Internship II

2 Semester Hours

Supervised experience in an athletic training environment. Additional study required, with an emphasis on pharmacology and general medical conditions. The affiliated clinical rotation occurs at any of the following sites: LMU, local high school, or junior college athletic training facility.

Formal acceptance into the ATEP required.

Prerequisite: HHSC 401.

HHSC 403

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: HHSC 401.

Corequisite: HHSC 402.

HHSC 412

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.

Lecture, 3 hours.

HHSC 413

Medical Bioethics

3 Semester Hours

Bioethics is a field of study directed to the interdisciplinary ethical analysis of the moral dimensions of health professional practice; this includes an analysis of moral character and vision, judgment, decision making, clinical practices, health policies, etc. Toward this end, the goals of this course are: 1) to introduce the wide range of ethical issues in health care; 2) to familiarize students with the bioethical literature that addresses these issues; 3) to develop the basic skills of analysis, interpretation, moral communication, and argument used in bioethics, especially as it affects nurses and physicians, functioning separately and jointly, and 4) to facilitate the application of those habits of thought that integrate bioethics into the intellectual and moral life of physicians and nurses.

Lecture, 3 hours.

HHSC 420

Chronic Disease and Injury Epidemiology

3 Semester Hours

Epidemiology is the study of health, illness, and associated factors at the population level. Overview of the history of the discipline, association and causality, and exploration of cross-sectional and case-control research will be completed in order to understand the epidemiological basis for preventative medicine. Emphasis on study design, data and specimen collection, and data analysis.

Lecture, 3 Hours

Prerequisites: BIOL 101 and MATH 104.

Corequisite: HHSC 421.

HHSC 421

Chronic Disease and Injury Epidemiology Lab

1 Semester Hour

Companion lab course to HHSC 420. This course will provide computer-based instruction in how to manage and analyze epidemiological and public health data.

Corequisite: HHSC 420.

HHSC 430**Advanced Nutrition***3 Semester Hours*

Chemical and physiological studies of carbohydrate, protein, and lipid metabolism. Application to the normal nutrition of human beings with special focus on optimal health, disease prevention, and athletic performance. Special focus on commonly problematic vitamin and minerals and critical analysis of current "hot topics" in nutrition media and research. Evaluation and interpretation of nutritional research methodology of recent peer-reviewed publications.

Prerequisite: HHSC 230 or 278.

HHSC 434**Pathology***3 Semester Hours*

This course is intended to introduce students to general medical topics and skills that relate to areas of study, including athletic training, physical therapy, occupational therapy, and other healthcare professions. Topics covered in this course will include clinical decision-making, major diseases of the body systems and differential diagnosis. Medical management will also be discussed for the various conditions and illnesses, allowing for athletic trainers/healthcare providers to gain awareness into their role into the treatment/management of the systemic disease and recognize how the treatment may impact participation in physical activity.

Lecture, 3 hours.

Prerequisites: HHSC 255 and 256.

HHSC 440**Medical Microbiology***3 Semester Hours*

An overview of the biology of microorganisms, including protists, fungi, bacteria, and viruses with special emphasis on the ecology and features of disease-causing microorganisms; control of microorganisms and antibiotics; development and function of the Immune System; Vaccination, Autoimmune diseases, and Hypersensitivities; principals of infectious disease and epidemiology; the pathogenesis and clinical features of a number of infectious diseases, including emerging, re-emerging, tropical and common infectious diseases will be covered.

Lecture, 3 hours.

Prerequisite of BIOL 201.

Corequisite: HHSC 441.

HHSC 441**Medical Microbiology Laboratory***1 Semester Hour*

Basic techniques for the handling and culture of bacteria; sterile technique, sample collection, and isolation of bacteria; staining and microscopy, characterization and identification of unknown bacteria; quantitation of bacteria and evaluation of antimicrobial agents; diagnostic testing.

HHSC 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.

Lecture, 3 hours.

Prerequisites: HHSC 255 and 256.

HHSC 461**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.

Lecture, 3 hours.

Prerequisites: HHSC 255, 256 and 360.

HHSC 466**Therapeutic Modalities in Sports Medicine Lab***1 Semester Hours*

This is the laboratory component to accompany HHSC 460, Therapeutic Modalities in Sports Medicine. This class will focus on the practical aspect of modalities. These modalities include: heat and cold, ultrasound, electrotherapy, laser, and compression, among others.

HHSC 475**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 the study of metabolism and fuel sources.

Lecture, 3 hours.

Prerequisites: HHSC 255 and 256.

HHSC 476**Exercise Physiology Lab***1 Semester Hour*

Measurement of the 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.

Laboratory, 3 hours.

Prerequisite: HHSC 475 or concurrent enrollment.

HHSC 480**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 points of the human body and their relations to musculoskeletal injuries.

Lecture, 3 hours.

Prerequisite: HHSC 380.

HHSC 481**Biomechanics Laboratory**

1 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 points of the human body and their relations to musculo-skeletal injuries.

Lab, 1 hours.

HHSC 485

Motor Learning

3 Semester Hours

A study of factors involved in the learning and performance of motor skills.

Lecture, 3 hours.

HHSC 490

Health and Human Sciences Teaching

0-2 Semester Hours

Guided teaching of undergraduate laboratories.

May be repeated for credit.

Consent of instructor required.

HHSC 495

Allied Health Internship

1-4 Semester Hours

Clinical experience in an allied health field such as: hospital, rehab clinic or fitness facility. Prior approval from internship coordinator is required.

HHSC 498

Special Studies

1-4 Semester Hours

HHSC 499

Independent Studies

1-4 Semester Hours

Mathematics

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, including computational techniques 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, 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 integral, 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 204****Applied Statistics***3 Semester Hours*

This course provides an introduction to statistics emphasizing data analysis and applications to life sciences. Topics include: descriptive statistics, elementary probability, various discrete and continuous distribu-

tions, confidence intervals and hypothesis tests for means and proportions, correlation and linear regression, as well as analysis of variance. This course will also include the use of computer programs to analyze data sets.

Core Flag: Quantitative Reasoning.

Prerequisite: MATH 122 or 131.

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 biographies and mathematics of women mathematicians from the 1st through the 20th 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 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 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, 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 388

Survey of Biomathematics

3 Semester Hours

Introduction to the application of mathematical tools and techniques in biology. Application areas range from gene regulatory networks to physiological systems to ecology and environmental biology. Mathematical methods include deterministic and probabilistic approaches to modeling dynamical systems, development, analysis, and simulation of model equations, and problems of fitting models to data.

Prerequisites: BIOL 101 and MATH 123 or 132.

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 on-site 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, parametrizations, and arc length; surfaces, differential 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 Equality

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 MATH 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 160 or MATH 282, and MATH 250 or consent of instructor.

MATH 562

Numerical Analysis

3 Semester Hours

Numerical solutions of non-linear equations, interpolation, numerical differentiation, integration, and solution of differential equations.

Prerequisites: CMSI 185 or ENGR 160 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 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 593

Seminar for 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.

Consent of instructor required.

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

MECH 211

Computer Aided Design

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/Laboratory, 2 hours.

MECH 212

Mechanics of Materials

3 Semester Hours

This course will focus on the fundamental analysis of stresses, strains, and deflections of loaded members. Students will learn to analyze members undergoing axial, torsion, and bending loads. Students will be introduced to the simple design of members for failure prevention through component sizing and material selection.

Lecture, 3 hours.

Prerequisite: ENGR 200.

MECH 213

Dynamics

3 Semester Hours

Introduction to Newtonian vector mechanics; Planar and three-dimensional kinematics and kinetics of particles and rigid bodies; rectilinear and curvilinear motion of a particle; rigid body motion; application

of principle of work and energy, and principle of impulse and momentum.

Lecture, 3 hours.

Prerequisite: ENGR 200.

Corequisite: MATH 234.

MECH 223

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.

Prerequisites: MATH 132 and PHYS 101.

MECH 260

Nanotechnology

3 Semester Hours

An introduction to the nanotechnology language, relationship between the macroscopic, microscopic, and nanoscopic worlds, and exploring the social and ethical implications. Applications will be covered in biology, medicine, computers, and electronics.

Lecture, 3 hours.

For non-majors only.

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.

For non-majors only.

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/nanoelectronics, the history of modern information technology, and the social/ethical consequences.

Lecture, 3 hours.

For non-majors only.

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.

For non-majors only.

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

MECH 277

Systems of Energy Conversions

3 Semester Hours

Introduction to the engineering disciplines and the fundamentals of energy conversions for non-engineering majors. Topics will include: introduction to different engineering disciplines, defining important parameters used in engineering, engineering components, engineering systems, energy conversion devices and demonstration of engineering laboratories and equipment.

Lecture, 3 hours.

For non-majors only.

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 302

Thermal Science and Energy Lab

2 Semester Hours

Team-based experimental projects in the disciplines of fluid mechanics, heat transfer, and thermodynamics; lab safety, instrumentation, test planning, data analysis and report writing.

Lecture/Laboratory, 2 hours.

Prerequisite: MECH 223.

Corequisite: MECH 322.

MECH 303

Solid Mechanics and Materials Laboratory

2 Semester Hours

Students, working both individually and in teams, will conduct experiments using modern equipment and contemporary methods in solid mechanics and materials science. Lab safety, experimental methods, statistical data analysis, interpretation, and report writing will be emphasized.

Lecture/Laboratory, 2 hours.

Prerequisites: MECH 212 and 313.

MECH 310

Machine Design

3 Semester Hours

Failure analysis of common mechanical elements; analysis, design, and selection of standard mechanical elements such as shafts and shaft components, non-permanent and permanent joints, mechanical springs, bearings, gears, clutches, brakes, couplings, flywheels, and flexible mechanical elements team-based design analysis project.

Lecture, 3 hours.

Prerequisites: MECH 211 and MECH 212.

MECH 312

Vibrations

3 Semester Hours

Fundamentals of vibration of mechanical systems; free and forced vibration of single degree-of-freedom systems with and without damping; viscous and structural damping; Instrumentation for vibration measurements; transient and steady-state response; two and higher degree-of-freedom systems; natural frequencies and mode shapes of vibration; vibration absorption and isolation.

Lecture, 3 hours.

Prerequisite: MECH 213.

MECH 313

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. Mechanical properties of materials. Introductory design considerations.

Lecture, 3 hours.

Prerequisites: CHEM 111 and 114.

MECH 321

Energy Systems

3 Semester Hours

Review of energy equation and principles of thermodynamics; entropy and exergy. The fundamentals on conventional and renewable energy resources including the basics of conventional energy conversion. Additional topics will include the environmental impacts of energy consumption and economic considerations.

Lecture, 3 hours.

Prerequisite: MECH 223.

MECH 322

Fluid Mechanics

3 Semester Hours

Properties of fluids; fluid statics and dynamics; energy equation; momentum equation; differential and integral approach; drag and lift analysis; turbulent and laminar flow; losses in pipes.

Lecture, 3 hours.

Prerequisites: MATH 234 and 245.

MECH 323

Heat Transfer

3 Semester Hours

Fundamentals of heat transfer mechanisms: conduction, convection, and radiation; steady-state and transient conduction; forced and free convection; heat exchangers; radiation between surfaces.

Lecture, 3 hours.

Prerequisites: ENGR 160, MATH 245, and MECH 223.

MECH 398

Special Studies

1-3 Semester Hours

MECH 399

Independent Studies

1-3 Semester Hours

MECH 401

Design Capstone Project I

3 Semester Hours

Preliminary phases of the capstone project; industrial-sponsored and student design competition team projects; defining the project requirements, developing and refining a design concept, incorporating design standards, and validating the design performance through analysis and testing; formal and informal project reviews and reports; guest lectures by industry experts.

Lecture/Laboratory, 3 hours.

Senior standing required.

Prerequisite: MECH 310.

MECH 402

Design Capstone Project II

3 Semester Hours

Introduction to common methods and technologies used in product design and development; design for manufacturing (DFM) guidelines; rapid prototyping and CNC machining; a comprehensive design and manufacturing project; technical reports.

Lecture/Laboratory, 3 hours.

Senior standing required.

Prerequisite: MECH 401.

MECH 410

Design and Manufacturing Laboratory

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, 2 hours.

Prerequisite: MECH 310.

MECH 411

Entrepreneurial Product Design

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, and cost analysis. Cross-listed with the College of Business Administration 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.

Lecture/Laboratory, 3 hours.

Senior standing required.

MECH 412**Control Systems***3 Semester Hours*

Introduction to basic engineering techniques for modeling and controlling of dynamic systems, including mechanical, fluid, thermal, and electrical systems; analysis of transient and steady-state response; application of root-locus and frequency response methods in control system design; PID controllers.

Lecture, 3 hours.

Prerequisites: MATH 245 and MECH 312.

MECH 423**Thermal Systems***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: MECH 223, 322, 323.

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 pre-approved by the Department.

MECH 498**Special Studies***1-3 Semester Hours***MECH 499****Independent Studies***1-3 Semester Hours***MECH 504****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.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 510**Computer-Aided Manufacturing***3 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 for computer numerical control (CNC) and NC programming; rapid prototyping, robotics, and quality engineering are introduced through lecture and lab work.

Lecture/Laboratory, 3 hours.

Senior or graduate standing required.

MECH 511**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, and process optimization.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 512**Advanced Mechanics of Materials***3 Semester Hours*

Combined loading, curved bars, energy methods, buckling and elastic stability; inelastic and plastic deformations; and use of computational finite element analysis (FEA) software.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 513**Metallurgical and Materials Engineering***3 Semester Hours*

Advanced topics in the relationship of the microstructure and processing of metallic, ceramic, and polymeric materials and their relation to the properties required in engineering design. Phase transformations in ferrous and non-ferrous materials.

Lecture, 3 hours.

Senior or graduate standing required.

Prerequisite: MECH 313.

MECH 514**Modern Methods in Materials Science***3 Semester Hours*

Modern methods of understanding and characterizing the structures of current industrial materials. A range of topics will be discussed, such as electron microscopy, atomic force microscopy, quantitative stereology, quantum mechanics, band structure of solids, diffusion processing,

semiconductor devices, microelectromechanical systems (MEMS), mechanical defects in solids (point, line, and planar), quantitative methods in metals, ceramics, and composites.

Lecture/Laboratory, 3 hours.

Senior or graduate standing required.

Prerequisite: MECH 313.

MECH 515

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.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 516

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 or graduate standing required.

MECH 517

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.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 520

Computational Fluid Dynamics

3 Semester Hours

In-depth study of applied computational methods for solving problems involving fluid and heat transport. Course will include both commercially available codes as well as self-generated solving routines. Topics include: numerical solutions to PDEs, steady flow solutions, unsteady flow solutions, flows involving heat transfer.

Lecture, 3 hours.

Senior or graduate standing required.

Prerequisite: CIVL 310 or MECH 322.

MECH 521

Alternative Energy Systems

3 Semester Hours

A detailed study of alternative energy technologies including: solar thermal, solar photovoltaic, wind, fuel cells, and geothermal systems will be covered. In-depth analysis of the technical aspects of these systems will be covered while considering economic and environmental constraints. Energy storage and grid integration will also be considered.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 530

Urban Vehicle Design

3 Semester Hours

Computer aided design (CAD), analysis, fabrication, and testing of urban vehicle components and systems. Design of new vehicle components and subsystems in order to improve fuel efficiency through weight reduction, improved vehicle aerodynamics, and decreased rolling resistance.

Lecture/Laboratory, 3 hours.

Senior or graduate standing required.

MECH 531

Design of Tribological Systems

3 Semester Hours

Design of systems involving components that undergo surface contact and relative motion. Analytical, computational methods, and experimental techniques used to understand the friction, wear, and lubrication of such systems. Conventional methods used to investigate surface friction and wear and how to minimize their effects.

Lecture/Laboratory, 3 hours.

Senior or graduate standing required.

MECH 532

Robotics

3 Semester Hours

This is a fundamental interdisciplinary robotics course containing both introductory as well as more advanced concepts. The course presents a broad overview of technology, kinematics and control, vision systems, robot languages and programming, applications, economics and social issues. A FANUC CERT LR Mate 200i robot will be used for lecture and class projects.

Lecture/Laboratory, 3 hours.

Senior or graduate standing required.

MECH 538

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.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 542**Turbomachinery***3 Semester Hours*

Compressor, pump, fan selection and applied theory.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 543**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.

Senior or graduate standing required.

MECH 551**Sustainable Design***3 Semester Hours*

This course focuses on design for the environment (DFE) principles and methods to create sustainable products. The major themes include: design for environmental processing and manufacturing; design for environmental packaging; and design for disposal and reuse. Includes life cycle assessment (LCA) software tools, case studies, and design projects.

Lecture, 3 hours.

Senior or graduate standing required.

MECH 598**Special Studies***1-3 Semester Hours***MECH 599****Independent Studies***1-3 Semester Hours*

Senior or graduate standing required.

MECH 611**Advanced 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.

Lecture/Laboratory, 3 hours.

Graduate standing required.

MECH 612**Rapid Prototyping***3 Semester Hours*

The course provides students with an opportunity to conceive, design, and implement a product using rapid prototyping technologies and computer-aided tools. Topics such as principles of rapid prototyping, rapid prototyping materials, reverse engineering, rapid tooling, medical applications, industry perspectives, and current research and developments will be introduced to students through lecture and laboratory works. Two rapid prototyping machines (FDM 1650 and Z Corporation's Z510) will be used for lecture and class projects.

Lecture/Laboratory, 3 hours.

Graduate standing required.

MECH 620**Nanotechnology Engineering Topics***3 Semester Hours*

Exploration of technical topics in nanotechnology to prepare the students to better understand engineering research in nanotechnology. Topics such as nano-physics, quantum mechanics, nano-fluidics, nano-heat transfer, nano materials and tools of nanotechnology will be covered. Applications in engineering and bioengineering will be emphasized.

Lecture, 3 hours.

Graduate standing required.

MECH 621**Solar Thermal Energy Systems***3 Semester Hours*

In-depth study of solar thermal energy systems. Flat plate collectors, concentrating collectors, hybrid PV/thermal collectors, solar powered heating and cooling.

Lecture, 3 hours.

Graduate standing required.

Prerequisite: MECH 323 or equivalent.

MECH 623**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.

Lecture, 3 hours.

Graduate standing required.

MECH 631**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.

Lecture, 3 hours.

Graduate standing required.

MECH 633**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.

Lecture, 3 hours.

Graduate standing required.

MECH 634**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.

Lecture, 3 hours.

Graduate standing required.

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.

Lecture, 3 hours.

Graduate standing required.

MECH 643**Advanced Heat Transfer***3 Semester Hours*

Review of the modes of heat transfer and conservation principles. Topics include: two- and three-dimensional conduction; numerical methods; differential equations of laminar boundary layers; momentum transfer and heat transfer for laminar flow inside tubes; momentum transfer and heat transfer for external boundary layers; differential equations of turbulent boundary layers; experimental techniques.

Lecture, 3 hours.

Graduate standing required.

MECH 651**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.

Lecture/Laboratory, 3 hours.

Graduate standing required.

MECH 685**Research Project***3 Semester Hours*

Faculty guided mechanical engineering-related research project. Formal requirements must be obtained from the Program Director.

Graduate standing in the Combined B.S./M.S. degree program and consent of the Department and project advisor required.

MECH 686**Master's Thesis***3 Semester Hours*

The student electing the thesis option must obtain a thesis advisor before Departmental consent will be considered. The student must enroll in the thesis course during two semesters. Formal requirements may be obtained from the Program Director.

Graduate standing and consent of the Department and thesis advisor required.

Credit/No Credit.

MECH 698**Special Studies***1-3 Semester Hours***MECH 699****Independent Studies***1-3 Semester Hours***Physics****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: MATH 131 or concurrent enrollment.

PHYS 195**Waves and Light***3 Semester Hours*

An interactive and experimental introduction to geometric optics with emphasis on applications to the modern world. Topics include: ray-tracing, reflection, refraction, thin lenses, polarization, interference, diffraction, thin films, wave-particle duality of light.

Lecture, 2 hours; Laboratory, 2 hours.

Frank R. Seaver College of Science and Engineering students only.

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.

Prerequisites: PHYS 101; MATH 132 or concurrent enrollment.

PHYS 206

Foundations of Modern Physics

4 Semester Hours

An introduction to special relativity (SR), quantum mechanics (QM), and statistical thermodynamics (ST). Selected topics include (SR) frames of reference, Minkowski diagrams and spacetime structure, causality, Lorentz transformations, four-vectors and Lorentz invariants, relativistic conservation laws. (QM) failures of classical theory, wave-particle duality, models of the hydrogen atom, emission spectra, the Heisenberg uncertainty principle, wavefunctions and probability, the Schrodinger equation. (ST) Statistical interpretation of entropy, the Laws of Thermodynamics.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisites: PHYS 201 or 254; MATH 245 and 250 or concurrent enrollment.

PHYS 212

Intermediate Mechanics

3 Semester Hours

Kinematics and dynamics of single and multiparticle systems. Rigid bodies. Non-inertial coordinate systems. Small vibrations. Central force fields. Introduction to Lagrangian and Hamiltonian mechanics.

Lecture, 3 hours.

Prerequisites: PHYS 101; MATH 245 or concurrent enrollment.

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 thermo-

dynamics. Laboratory experiments pertaining to mechanics, thermodynamics, and fluid mechanics.

Lecture, 3 hours; Laboratory, 2 hours.

Prerequisite: MATH 112 or 122 or 131 or concurrent enrollment.

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 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 274

Weapons of Mass Destruction

3 Semester Hours

Scientific principles underlying nuclear weaponry, including basic atomic theory, fission, and fusion; quantifying effects of nuclear explosions; exploring the history, development, and use of nuclear weapons, including potential nuclear terrorism scenarios; social, political, and ethical ramifications of the nuclear arms race and the Cold War.

Lecture, 3 hours.

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

PHYS 278

Great Ideas in Physics

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.

Prerequisites: PHYS 201, 206; MATH 355 or concurrent enrollment.

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 Mechanics I

3 Semester Hours

Schrodinger equation and its solutions; potential wells, steps, and tunneling; the quantum harmonic oscillator; theory of angular momentum; spin; the hydrogen atom.

Lecture, 3 hours.

Prerequisites: PHYS 206; MATH 245, 250, or concurrent enrollment.

PHYS 322

Quantum Mechanics II

3 Semester Hours

Perturbation theory, scattering theory; the variational principle, the WKB approximation; topics in nuclear physics; selected applications of quantum theory to contemporary issues in physics.

Lecture, 3 hours.

Prerequisite: PHYS 321.

PHYS 351

Space Physics

3 Semester Hours

Introduction to Solar-Terrestrial physics. Physics of space plasmas and single fluid magnetohydrodynamics. Solar physics and the solar wind. Collisionless shocks. The magnetosphere. The ionosphere. The aurora. Geomagnetic storms. Pulsations and magnetohydrodynamic waves. Planetary magnetospheres.

Lecture, 3 hours.

Prerequisites: MATH 234 and PHYS 301.

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 206; or PHYS 253 and 254; 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

3 Semester Hours

Experiments in modern physics and optics. Emphasis is placed on instrumentation, data acquisition, programming applications, theoretical interpretations, statistical analysis, and communication of results through written and oral reports.

Lecture, 1 hour; Laboratory, 4 hours.

Prerequisite: PHYS 206 or 301 or 321 or concurrent enrollment.

PHYS 421

Condensed Matter Physics

3 Semester Hours

Crystal structure, elastic properties of solids. Free electron Fermi gas. Energy band structure. Semiconductors, superconductivity. Topics in soft condensed matter.

Lecture, 3 hours.

Prerequisite: PHYS 301 or 321 or concurrent enrollment.

PHYS 441

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.

Prerequisite: PHYS 206 or concurrent enrollment.

PHYS 451

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 or concurrent enrollment.

PHYS 461

Elementary Particle Physics

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 or concurrent enrollment.

PHYS 471

Introduction to Relativity and Cosmology

3 Semester Hours

Historical introduction. Review of Special Relativity. Differential geometry, tensor analysis and curvature. The Equivalence Principle and Einstein's field equations. The Schwarzschild solution and Black Holes. The standard model of Cosmology and Robertson-Walker metrics. The Friedmann equation and the cosmological constant. Red-shift and cosmological distance. Type Ia Supernovae as distance indicators. Inflation, Dark Matter, Dark Energy, and other problems of current cosmology. Alternative theories of gravity.

Lecture, 3 hours.

Prerequisite: PHYS 301, or 321 or 361 or concurrent enrollment.

PHYS 480

Capstone Experience

1 Semester Hour

Preparation for life after graduation, including graduate school, work in industry, and teaching. Colloquia, journal reading, and seminars on topics in contemporary physics, scientific/proposal writing, and presentation skills.

Science, Engineering, and Mathematics

SCEM 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.

SCEM 198

Special Studies

0-3 Semester Hours

SCEM 199

Independent Studies

0-3 Semester Hours

Enrollment is limited to Physics/Engineering Physics seniors only.

PHYS 481

Senior Thesis

1 Semester Hour

Independent research with a faculty member in his/her area of expertise; students must complete a written thesis and oral presentation.

Enrollment is limited to Physics/Engineering Physics seniors only.

Credit/No Credit grading.

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

0-4 Semester Hours

SCEM 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.

Lecture, 3 hours.

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

SCEM 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.

Lecture, 3 hours.

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

SCEM 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.

SCEM 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: MATH 101 or higher, or placement into MATH 106 or higher.

SCEM 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 worldview will be explored.

Lecture, 3 hours.

Prerequisites: BIOL 101, 102, 111, 112; CHEM 110, 111, 112, 113.

SCEM 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.

Lecture, 3 hours.

Corequisite: SCEM 371.

SCEM 371**Workshop Biology: Life Works I Laboratory***1 Semester Hour*

The laboratory companion course for SCEM 370.

Laboratory, 3 hours.

Corequisite: SCEM 370.

SCEM 372**Workshop Biology: Life Works II***3 Semester Hours*

This is a community-based learning course that is project-based; students will create high school science curricula in collaboration with education staff at a local environmental non-profit and teachers from an area high school. Student background and interests, and the particular needs of the non-profit's education program and high school teachers, will play a significant role in defining each project.

Lecture, 3 hours.

Prerequisites: SCEM 370 and 371.

Corequisite: SCEM 373.

SCEM 373**Workshop Biology: Life Works II Laboratory***1 Semester Hour*

The laboratory companion course for SCEM 372.

Laboratory, 3 hours.

Corequisite: SCEM 372.

SCEM 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.

Lecture, 3 hours.

Corequisite: SCEM 377.

SCEM 377**Workshop Chemistry: The Elements of Nature I Laboratory***1 Semester Hour*

The laboratory companion course for SCEM 376.

Laboratory, 3 hours.

Corequisite: SCEM 376.

SCEM 378**Workshop Chemistry: The Elements of Nature II***3 Semester Hours*

This is a community-based learning course that is project-based; students will create high school science curricula in collaboration with education staff at a local environmental non-profit and teachers from an area high school. Student background and interests, and the particular needs of the non-profit's education program and high school teachers, will play a significant role in defining each project.

Lecture, 3 hours.

Prerequisites: SCEM 376 and 377.

Corequisite: SCEM 379.

SCEM 379**Workshop Chemistry: The Elements of Nature II Laboratory**

1 Semester Hour

The laboratory companion course for SCEM 378.

Laboratory, 3 hours.

Corequisite: SCEM 378.

SCEM 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.

SCEM 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.

Systems Engineering Leadership**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 engineers' work, both domestic and international. Introduction to ethical reasoning, liability, obligations and rights of engineers and managers, case studies, and current global issues. Course submittals will be used to develop student writing and communication skills. Writing assignments will be graded for 1) content and development, 2) organization and structure, 3) format, and 4) grammar, punctuation, and spelling.

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 an 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 570**Systems Thinking***3 Semester Hours*

Systems Thinking is a course in which both students and faculty of two LMU Colleges work together: the Bellarmine College of Liberal Arts (seniors and Honors) and the Frank R. Seaver College of Science and Engineering (the Systems Engineering graduate program). We look at complex systems that combine both technological and societal aspects of our civilization, seeking to understand how things influence one another within a large context, and how we can influence them for common good. The concepts of common good and public interest are discussed and serve as the ethical baseline for the discourse. Students work in teams addressing the big questions of our time such as: energy and transportation, public health, K-12 education, end-of-life health management, defense and homeland security, and others. After 4-5 lectures on introductory topics and methodology, students will study approximately four such complex systems during the semester. Engineering and liberal arts students will complement each other's thinking. The work includes intensive interactive in-class brainstorming and simple modeling, as well as homework research and presentations of results. Note: we welcome students who are not solely ideological, open to seek optimum solutions to the societal challenges in which the free market is not interested in participating, or fails to deliver.

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 661

Advanced Lean Management of Engineering Programs

3 Semester Hours

The course introduces the latest knowledge in the fields of Lean Product Development, LPDF Methods, Lean Systems Engineering, and Lean Final Engineering, including the Lean Enablers for Systems Engineering (honored with the INCOSE Best Product Award and with the Shingo Prize Award for Best Publication and Research) and Lean Enablers for Managing Engineering Programs, a set of 326 practices for PD and SE Project.

Prerequisite: SELP 660 (waived for students of the Certificate in Program Leadership).

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 trade-offs 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 675

Systems Architecting and Modeling II

3 Semester Hours

This course emphasizes the development of analytic modeling skills, and the effective application of operations research methods in policy, management, and planning settings. An introduction to Model-based Systems engineering is included. A set of widely used models including linear programming, decision analysis, queuing, and forecasting is introduced. We explore how to effectively use these models, as well as their strengths and limitations in different problem and organizational contexts. The goal of this course is to teach system engineers, policy makers, and managers to gain analytical skills and apply them to complex problems. To this end, students will learn: 1) to structure problems so they can be effectively addressed, 2) to formulate models that are useful in different decision situations, 3) to use spreadsheet software to solve these models, and 4) to effectively present quantitative analysis to clients.

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: SELP 552, 594, or MBAB 615; SELP 650.

SELP 688

Advanced Program Management

3 Semester Hours

This course will be conducted in three segments: individual leadership (one's own motivations and leadership style, drive, risk, fear, power, passion, and attitude), project leadership (manager's role in leading a project, and strategies for successful execution), and company leadership (elements of a successful business, and the role of management). Each student will develop a case study of a significant program or development effort using the elements discussed in the the class.

Prerequisites: SELP 594 and a minimum of two years of work experience.

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

MBAB 615; one elective course selection from: MBAF 648; or MBAG 640, 641, 642, 649.

See MBA Advanced Curriculum.

SCHOOL OF EDUCATION COURSES

Clinical Education

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.

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 teaching.

Offered on a Credit/No Credit basis only.

Special approval required.

EDCE 456

Directed Teaching with Culturally and Linguistically Diverse Students with Mild/Moderate Disabilities

6 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.

Corequisite: EDCE 459.

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.

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.

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: EDCE 461 and 462.

Concurrent enrollment with EDCE 410 or 412 required.

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: EDCE 461 and 462.

Concurrent enrollment with EDCE 410 or 412 required.

EDCE 498

Special Studies

1-3 Semester Hours

EDCE 499

Independent Studies

1-3 Semester Hours

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.

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.

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: EDCE 5950 and 5951.

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: EDCE 5950, 5951, and 5952.

EDCE 5961**Early Childhood Fieldwork 1***1 Semester Hour***EDCE 5962****Early Childhood Fieldwork 2***1 Semester Hour***EDCE 5963****Early Childhood Fieldwork 3***1 Semester Hour***EDCE 5970****Fieldwork 1***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.

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: EDCE 5970.

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.

Prerequisites: EDCE 5970 and 5971.

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: EDCE 5970, 5971, and 5972.

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.

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.

EDCE 5978**Directed Teaching with Students with Mild/Moderate Disabilities***3-6 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.

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 revolve around events in content classes and field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the mentor teacher. This 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.

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: EDCE 5981.

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: EDCE 5981 and 5982.

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: EDCE 5981, 5982, and 5983.

EDCE 5998

Special Studies

1-3 Semester Hours

EDCE 5999

Independent Studies

1-3 Semester Hours

EDCE 6955

Master's Thesis I

1 Semester Hour

This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis.

Credit/No Credit.

Prerequisite: EDLA 6950.

EDCE 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.

EDCE 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.

EDCE 6965

Action Research Fieldwork Support 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.

EDCE 6966**Action Research Fieldwork Support Course II***1 Semester Hour*

This is the continuation of 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: EDCE 6965.

EDCE 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.

EDCE 6998**Special Studies***1-3 Semester Hours***EDCE 6999****Independent Studies***1-3 Semester Hours***Elementary and Secondary Education****EDES 401****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 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.

EDES 402**Teaching Reading in Today's Elementary Classrooms***3 Semester Hours*

This course is designed to provide opportunities to prospective teachers to develop their understanding and ability to teach reading 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 reading instruction in the elementary school that supports literacy development.

EDES 403**Reading and Content Learning in Middle and Secondary Schools***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.

EDES 414**Theories and Policies 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.

EDES 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: EDES 414.

EDES 418**Bilingualism and Biliteracy***3 Semester Hours*

This course focuses on the assessment and implications of the continuum of biliteracy development through analysis of case studies. Research on the complexity of factors that impact biliteracy development for pre-school through adolescence students will be discussed.

Prerequisite: EDES 414.

EDES 420**Chicano/Latino Cultures: An Interdisciplinary Perspective**

3 Semester Hours

The presentation of a cultural analysis of the diversity within Chicanos/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.

EDES 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.

EDES 430**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.

EDES 431**American/Chinese/Chinese American 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.

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.

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.

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.

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.

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.

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.

EDES 498**Special Studies***1-3 Semester Hours*

EDES 499**Independent Studies***1-3 Semester Hours***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.

EDES 5003**Theories and Policies 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.

EDES 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: EDES 414 or 5003

EDES 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: EDES 414 or 5003.

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.

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.

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.

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.

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.

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.

EDES 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.

EDES 5324

Bilingualism and Biliteracy

3 Semester Hours

This course focuses on the assessment and implications of the continuum of biliteracy development through analysis of case studies. Research on the complexity of factors that impact biliteracy development for pre-school through adolescence students will be discussed.

EDES 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.

EDES 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.

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.

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.

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.

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.

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.

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.

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 child-

care, 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.

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.

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.

EDES 5964

Leadership and Clinical Practice

2 Semester Hours

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 and university personnel. The course is designed around the needs of the candidates.

Credit/No Credit.

Special approval required.

EDES 5998

Special Studies

1-3 Semester Hours

EDES 5999

Independent Studies

1-3 Semester Hours

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 all-inclusive classroom. Effective communication between stakeholders to support students with exceptional needs in the classroom will be addressed.

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.

EDES 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.

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.

EDES 6202

Teaching Reading for Today's Learners

3 Semester Hours

This course considers linguistic, physiological, psychological and cultural concerns covering appraisal of literacy needs, premises and goals of reading instruction, and approaches, methods, processes, and techniques for teaching reading skills in grades K-12. This course prepares candidates for the RICA.

Fieldwork is required.

EDES 6203

Reading and Content Learning in Middle and Secondary Schools

3 Semester Hours

This course is designed to develop an understanding of the nature of reading and how it impacts content area learning. The course provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students.

Fieldwork required.

Admission to program required.

EDES 6254

Reading Development and Instruction

3 Semester Hours

Scientifically based practices in reading are addressed in this class, which is designed specifically for candidates in the M.A. in Reading Instruction program. This course considers linguistic, physiological, psychological, and cultural concerns covering appraisal of literacy needs, premises and goals of reading instruction, as well as approaches, methods, processes, and techniques for teaching reading skills in grades Pre-K-12.

EDES 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: EDES 5003.

EDES 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: EDES 5003.

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.

EDES 6349

Assessment of Reading Performance

3 Semester Hours

Principles of assessment, evaluation, and prognostic procedures in reading; use of effective formal and informal assessments and evaluation instruments for all students. Communication of assessment results to stakeholders; alignment of assessment with instructional programs.

Consent of Program Director required.

EDES 6350

Linguistics and Reading

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.

EDES 6351

Assessment of Reading Performance

3 Semester Hours

Principles of assessment, evaluation, and prognostic procedures in reading. Use of effective formal and informal assessments and evaluation instruments for all students. Communication of assessments results to stakeholders; alignment of assessment with instructional programs.

Consent of Program Director required.

EDES 6352

Seminar: The Reading Professional

3 Semester Hours

A comprehensive study of current research on literacy processes and the philosophies of instruction in reading. Various instructional approaches and programs will be evaluated through the lens of a literacy professional.

EDES 6353

Technology and Reading

3 Semester Hours

This course is designed to explore the impact that technology has on reading instruction. Through individual and group projects, using a variety of media, topics cover children and adolescent literature, current research, emerging trends, and practical classroom applications. Inquiry into topics such as: educational technology policies, both notationally and locally, the digital divide, gender and ethnic bias, evaluation and appropriate use of educational technologies, and assistive technologies.

Consent of Program Director required.

EDES 6354

Reading Development and Instruction

3 Semester Hours

Scientifically based practices in reading are addressed in this class, which is designed specifically for candidates in the M.A. in Reading Instruction program. This course considers linguistic, physiological, psychological, and cultural concerns covering appraisal of literacy needs, premises and goals of reading instruction, as well as approaches, methods, processes, and techniques for teaching reading skills in grades P-12.

EDES 6355

Introduction to Reading Difficulties

3 Semester Hours

Theoretical and practical considerations of the causes of difficulties in the reading skills of elementary and secondary students; methods and materials best suited for correcting reading intervention and techniques for promoting better reading habits.

Consent of Program Director required.

Prerequisite: EDES 6202 or 6354.

Corequisite: EDES 6356.

EDES 6356

Diagnosis and Intervention in Reading—Practicum I

3 Semester Hours

Practicum taken in conjunction with EDES 6355. Each student works with two struggling readers; learns diagnostic and prescriptive intervention techniques, administers diagnostic tests, screening tests of vision and hearing, and formulates case studies.

Consent of Program Director required.

Prerequisite: EDES 6202 or 6354.

Corequisite: EDES 6355.

EDES 6357

Diagnosis and Intervention in Reading—Practicum II

3 Semester Hours

In this advanced course for the Reading Specialist Credential, candidates will engage in a critical analysis of literary research that examines current models of the reading process and their influence on the curriculum, as well as instructional and assessment issues in reading.

Consent of Program Director required.

Prerequisite: EDES 6355 or 6356.

EDES 6358

Research and Trends in Reading Education

3 Semester Hours

This course is required for the Reading Specialist Credential and includes methods for diagnosing and providing appropriate and innovative 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.

Prerequisite: EDES 6355 or 6356.

EDES 6359

Field Experience—The Reading Professional

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 in grades P-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: EDES 6357 and 6358.

EDES 6855

Practicum in Teaching English as a Second Language

2 Semester Hours

This course is designed to enhance the field experience of TESL candidates through reflective discussions that evolve around events and field experiences in the context of second language acquisition, supervised teaching, and collaboration between the candidates, University personnel, and the mentor teacher.

Credit/No Credit.

Acceptance into TESL program required.

Prerequisites: EDLA 6105; EDES 5003, 5250, 5321, 5323, 5325, 6100, 6321, 6322, 6340.

EDES 6856

Practicum in Bilingual Teaching

2 Semester Hours

This course is designed to enhance the field experience of bilingual candidates through reflective discussions that evolve around field experiences in the context of dual language education. Candidates will be supervised teaching in a bilingual context. A culminating portfolio is a requirement of the course.

Credit/No Credit.

Prerequisites: EDES 5320, 5324, 5330, 6320, 6330.

EDES 6955

Master's Thesis I

1 Semester Hour

This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis.

Credit/No Credit.

Prerequisite: EDLA 6950.

EDES 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.

EDES 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.

EDES 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.

EDES 6998

Special Studies

1-3 Semester Hours

EDES 6999

Independent Studies

1-3 Semester Hours

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.

Educational Leadership

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.

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.

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.

Prerequisite: EDLA 489 or 490.

EDLA 498

Special Studies

1-3 Semester Hours

EDLA 499

Independent Studies

1-3 Semester Hours

EDLA 5998

Special Studies

1-3 Semester Hours

EDLA 5999

Independent Studies

1-3 Semester Hours

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.

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.

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 culture, ethnic, language, and socioeconomic diversity and diverse needs within the school organization; and parent involvement in planning and reaching educational objectives.

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.

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.

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 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.

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.

EDLA 6420

An Invitation to Lead

1 Semester Hour

Administration candidates will participate in opportunities to establish rapport and community among LMU faculty and their Administration Leadership cohort: Charter, Public non-Charter, and Catholic. 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.

EDLA 6421

Vision of Learning for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component

4 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 successful development of English Language Learners, and the parent-school relationship.

Grade of B- or higher required.

Concurrent enrollment in EDLA 6422 required.

Prerequisite: EDLA 6420.

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 successful development of English Language Learners, and the parent-school relationship.

Grade of B- or higher required.

Concurrent enrollment in EDLA 6421 required.

Prerequisite: EDLA 6420.

EDLA 6423

Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component

4 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 successful development of English Language Learners, and the parent-school relationship.

Grade of B- or higher required.

Concurrent enrollment in EDLA 6423 required.

Prerequisites: EDLA 6421 and 6422.

EDLA 6424

Organizational Management for Student Learning

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 successful development of English Language Learners, and the parent-school relationship.

Grade of B- or higher required.

Concurrent enrollment in EDLA 6423 required.

Prerequisites: EDLA 6421 and 6422.

EDLA 6425

Transforming Organizations for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component

4 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 successful development of English Language Learners, and the parent-school relationship.

Grade of B- or higher required.

Concurrent enrollment in EDLA 6995 is required.

Prerequisites: EDLA 6423 and 6424.

EDLA 6427

Advocacy from a Legal Perspective

3 Semester Hours

This hands-on leadership course examines the school leaders, as advocate, as his/her comprehensive duty to ensure school/district compliance with CA Education Code and local, state, and federal mandates so to make certain success for *all* students. Important legal and ethical issues will be explored via a case study approach; enhancing the candidate's analytical and problem-solving skills. The course will represent a microcosm of the opportunities, challenges and issues which school leaders encounter. Additional focus will be placed on 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.

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.

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.

EDLA 6430

Mission-Focused Leadership in Catholic Education

3 Semester Hours

This course will provide new and aspiring administrators with the historical roots of Catholic education as it relates to the mission of the Church in a contemporary context. It will further examine the practices of Religious Education and Catholic Identity that promote mature faith in adults as well as children within and beyond the Catholic school setting. This course will present an analysis of the theological, philosophical, historical, and sociological aspects of American Catholic education, with a focus on policy implications for the contemporary context of the Catholic Church. Topics to be discussed include fostering a Christian climate in the school community, principled-based leadership, catechetical leadership, the role of discipleship, lifelong faith development, and service activities that empower people to become leaders in social justice.

EDLA 6341

Organizational Leadership in Catholic Education

3 Semester Hours

This course is designed to give new and aspiring administrators theory and research in Catholic school leadership, management, organizations, change facilitation, and decision making within the context of the Catholic Church and its educational institutions. Candidates will be able to plan, organize, implement, manage, facilitate and evaluate the daily operation of Catholic schools in ways that achieve organizational goals and lead to the safe, productive operation of schools. This course will specifically focus upon the role and responsibilities associated with governance, strategic planning, human resource administration, school finance, accounting, public relations, marketing, development, admissions, and educational law as it pertains to Catholic schools.

EDLA 6432

Instructional Leadership in Catholic Education

3 Semester Hours

This course will provide the new and aspiring administrator with the necessary knowledge and skills for curriculum development, instruction, and assessment in Catholic elementary and secondary schools. Candidates will articulate a vision for student learning consistent with a well-developed Catholic school philosophy and explore ways to lead individuals and groups toward the accomplishment of common goals and objectives in a collaborative environment. This course will focus on the evaluation and use of technological resources available to the globalized learning community of the present and future.

EDLA 6840

Catechetical Leadership in Catholic 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.

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.

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.

EDLA 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.

EDLA 6998

Special Studies

1-3 Semester Hours

EDLA 6999

Independent Studies

1-3 Semester Hours

EDLA 7000

Sociopolitical Context of Education: Policy and Reform

3 Semester Hours

This course provides a study of educational policy at the local, state, and national levels, including the sociocultural and sociopolitical contexts of education. Additional focus will be on the relationship between educational policy, leadership, and reform movements. The course will feature prominent guest speakers who are leaders in policy formation and a field trip to Sacramento.

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 interdisciplinary 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.

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.

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.

EDLA 7005

Educational Change and Innovation

3 Semester Hours

This course provides an in-depth examination of educational policy making processes, through the lens of education reform movements and the political nature of these issues, 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 analysis of the equity and adequacy issues governing school finance.

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.

EDLA 7021

Quantitative Research in Education

3 Semester Hours

This advanced quantitative research course focuses on a variety of quantitative research designs and statistical methods for examining data from diverse educational settings, including survey construction and implementation, correlation and prediction research, and causal-

comparative design. This will cover univariate and multivariate methods utilizing desktop statistical software.

Prerequisite: EDLA 6105 or equivalent.

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.

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.

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.

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.

EDLA 7045

Transformational Leadership for Student Achievement

3 Semester Hours

This course examines components of reflective leadership and the relationship to educational achievement for diverse populations. This course will emphasize a sociocultural perspective which will guide the exploration of leadership related to accountability, instruction and assessment. The theory and practice of transformational leadership informed by a social justice perspective will be foundational components.

EDLA 7049

Research Seminar

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 education. The outcome of this course will be the design and methodology chapter of the candidate's dissertation.

Credit/No Credit grading.

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.

EDLA 7098

Special Studies

1-3 Semester Hours

Consent of Coordinator required.

EDLA 7099

Independent Studies

1-3 Semester Hours

Consent of Coordinator required.

EDLA 7101

Special Topics in Education I

3 Semester Hours

Seminar in selected topics in education.

EDLA 7102

Special Topics in Education II

3 Semester Hours

Seminar in selected topics in education.

EDLA 7103

Seminar on Social Justice

3 Semester Hours

Seminar in selected topics in social justice.

EDLA 7104

Seminar on Leadership

3 Semester Hours

Seminar in selected topics in educational leadership.

EDLA 7940

Preliminary Review Design

1 Semester Hour

This course is designed to assist candidates as they engage in thoughtful consideration of an area in educational leadership for social justice that is of interest to them. The culmination of this course is the Preliminary Review. Students must successfully complete the Preliminary Review process in order to continue in the doctoral program.

Credit/No Credit.

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.

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.

EDLA 7952

Dissertation Seminar II

2 Semester Hours

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

Credit/No Credit.

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.

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.

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.

EDLA 7990

Advancement to Candidacy

0 Semester Hours

EDLA 7998

Special Studies

1-3 Semester Hours

EDLA 7999

Independent Studies

1-3 Semester Hours

Educational Support Services

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.

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.

EDSS 436

Creating Collaborative Partnerships

3 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.

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.

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.

EDSS 444

Observation and Participation in General and Special Education Programs

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.

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.

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.

EDSS 453**Introduction to the Study of Disability and Special Education***3 Semester Hours*

This course introduces students to the field of disability studies and special education. The difference between the two fields are carefully examined, discussed and explored. The course introduces key components and theories underlying disability studies and foundational components of the special education system. The course explores disability through a historical, social, linguistic, cultural, economic, and political context. This course also explores how disability is portrayed in society and reviews traditional stereotypes emerging from the disability rights movement. In regards to Special Education, this course will emphasize current laws and procedures pertaining to the appropriate education for children with disabilities and review major relevant issues affecting the field of special education including inclusion, advocacy, collaborating with diverse families and educational professionals, and transition processes.

EDSS 454**Major Issues and Foundations of Special Education***2 Semester Hours*

Candidates will receive an overview of the characteristics of diverse learners with high incidence disabilities with a view towards developing an understanding of these characteristics as they impact learning, behavior, and socialization. The course will also emphasize current laws and procedures regarding the appropriate education of these students and review major issues including Universal Design for Learning (UDL), inclusion, advocacy, assistive technology, Response to Intervention (RTI), early intervention, collaborating with diverse families and educational professionals and transition planning.

Prerequisite: EDSS 440 or 453.

EDSS 455**Development of IEPs for Students with Exceptional Needs***1 Semester Hour*

This course will provide essential information regarding the development of Individualized Education Programs (IEPs) for students with exceptional needs. Candidates will learn the general components of an IEP and how to develop student present level of performance (PLOP) and goals.

Prerequisite: EDSS 440 or 453.

EDSS 475**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 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.

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.

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.

EDSS 498**Special Studies***3 Semester Hours***EDSS 499****Independent Studies***1-3 Semester Hours***EDSS 5002****Survey of Second Language Acquisition Theories***2 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 with and without disabilities. 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.

EDSS 5300**Introduction to Teaching and Learning in General and Special Education***2 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.

EDSS 5301**Managing Learning Environments***2 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.

EDSS 5998**Special Studies***3 Semester Hours***EDSS 5999****Independent Studies***1-3 Semester Hours***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.

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.

EDSS 6104**Leadership for 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.

EDSS 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.

EDSS 6300**Creating Effective Classrooms***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.

EDSS 6301**Creating Collaborative Partnerships***3 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.

EDSS 6302**Assessment of Students with Exceptional Needs***3 Semester Hours*

This course surveys a variety of evidence-based strategies for assessing Fluent English Proficient (FEP) and English Language Learner (ELL) students with mild/moderate disabilities. Course content includes principles and techniques for assessing learning, developing appropriate IEP goals and instructional recommendations based on individual needs. Both formal and informal methods of assessment are reviewed, including Curriculum Based Assessment. Includes lecture and practicum.

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.

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.

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.

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.

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.

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.

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.

EDSS 6317**Research and Leadership in Special Education***2 Semester Hours*

This seminar-style course will assist candidates to further develop and implement research skills in Special Education. Candidates will review seminal and current research. The course will also review research related to implementing change and effective practices for diverse populations with disabilities in the schools. This course will require active online and in-class assignments, discussions and participation. The course is designed to be directed by candidate's work in the schools with students, colleagues and families.

EDSS 6318**Supporting Behavior and Social Skills for Students with Exceptional Needs***3 Semester Hours*

This course is designed to prepare candidates 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. The candidates will be prepared to demonstrate knowledge of behavior analysis and management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory. In addition, this course focuses on characteristic and learning needs of students with emotional disturbance and autism.

EDSS 6319**Literacy Instruction for Special Needs Students in Single Subject Classrooms***3 Semester Hours*

This graduate course is designed to develop and understanding of the nature of literacy and how it impacts the content area literacy needs of all students, including English Language Learners and students with disabilities. Course content includes evidence-based approaches to language arts/literacy instruction, assessment, differentiated instruction, Response to Intervention (RtI), literacy needs of ELLs and students with disabilities, as well as methods, processes, and techniques for teaching content area literacy skills in grades 6-12.

EDSS 6320**IEP Development for Students with Exceptional Needs***1 Semester Hour*

This training course is designed to provide candidates with essential information regarding the development of individualized Education Program for students with disabilities. Candidates will learn the general components of an IEP and how to develop current student functioning levels and goals.

EDSS 6325**Foundation of Special Education***2 Semester Hours*

This course will provide an overview of the characteristics of diverse students with high incidence disabilities 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 of these students and review major relevant issues affecting the field of special education including Universal Design for Learning, inclusion, advocacy, assistive technology, Response to Intervention/early intervention, collaborating with diverse families and educational professionals and transition planning.

Fieldwork required.

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 Counseling program.

EDSS 6365**Research Methodology and Statistics***3 Semester Hours*

An introduction to data gathering methods and models of assessment statistics to guide program direction and evidence-based educational decision making. Overview of different types of tests and inventories, their construction and evaluation. Candidates will also learn how to design and collect different types of data to determine the impact of their counseling interventions. Preparation in explaining educational assessment data and results data to different stakeholders. Basic descriptive statistics, research designs and methods will also be examined to develop skill in a critical approach to examining the research literature in counseling as well as the importance of conducting counseling research.

EDSS 6366

Principles, Organization, and Administration of Pupil Personnel and Human Services

3 Semester Hours

This course emphasizes contemporary trends in school counseling, including application of the ASCA National Model. The role of the school counselor as a leader and change agent and best practices will be examined. Information pertaining to the practice of school counseling and guidelines for the development, implementation, coordination, and evaluation of pupil personnel services in elementary, middle, and high school will be provided. Facilitating collaborative partnerships with school-based personnel and community resources, including referral processes for students and families, will be addressed. Field assignment required.

EDSS 6368

Career Counseling and Educational Planning

3 Semester Hours

An overview of career development theories as they relate to the whole person will be examined, including effectively addressing the needs of specific populations (e.g., women, ethnic minorities, students with special needs, and economically disadvantaged students). Assessment and counseling techniques and related tools to be used within career counseling and educational planning will be explored. This course will also emphasize contemporary trends in educational and career guidance applied to educational and career planning within the K-12 and higher education settings. Field assignment and lab fee required.

EDSS 6372

Consultation and Collaboration in Schools

3 Semester Hours

This course is designed to support learning and application of knowledge and skill in collaborative consultation with school personnel and families on academic, social, and behavioral factors that impact student achievement and related outcomes. Candidates will also learn and apply concepts related to systemic consultation, with an emphasis on prevention and early intervention. The counselor's leadership role in identifying, organizing, and developing prevention and intervention services is emphasized. Field assignment required.

EDSS 6376

Crisis Counseling, Prevention, and Intervention

3 Semester Hours

This graduate level course is designed to support learning and application of knowledge and skill in 1) counseling; 2) prevention and early intervention in events such as violence, suicide, pregnancy, and others that may lead to individual crises; 3) quality indicators of school and community-based crisis teams.

Prerequisite: EDSS 6362.

EDSS 6377

Multicultural Counseling

3 Semester Hours

Students examine the spectrum of beliefs, values, and behaviors that comprise cultural diversity. Special emphasis is placed on increasing the

student's sensitivity to diversity and on developing strategies that facilitate the counseling process.

EDSS 6378

Group Counseling

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.

Prerequisites: EDSS 6362 and 6391.

EDSS 6379

Social, Emotional, and Behavioral Functioning

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-IV-TR diagnostic criteria and educational code criteria that apply to emotional and behavioral problems. Other areas covered in this course include promoting health and wellness and evidence-based treatments.

Prerequisite: EDSS 6362.

EDSS 6382

Ethical and Legal Issues

3 Semester Hours

This course examines ethics, laws, regulations, and best practices for pupil personnel counseling professionals. Critical issues relevant to child abuse and partner abuse will be addressed. Procedures for resolving ethical and legal dilemmas will be emphasized.

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.

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.

EDSS 6390**Lifespan Development***3 Semester Hours*

The study of major psychological theories and their application to the understanding of human behavior. Appraisal of human biological, psychological, and social lifespan development from infancy through death. Emphasis is placed on the impact of culture and diversity on lifespan development.

EDSS 6391**Foundations of Counseling***3 Semester Hours*

The objectives of this course are for master's students in counseling to gain core foundational knowledge of the counseling field and facilitate the development of a professional counselor identity. The core foundations include the history of counseling, multicultural issues, career and vocational counseling, counseling, process and outcome, ethics, prevention, health promotion, and social justice. In addition, a review of the practice of counseling and program specializations will be offered.

EDSS 6392**Psychopharmacology***2-3 Semester Hours*

The primary objective of this course is to offer a survey of psychopharmacology for the professional counselor. Biological and psychological effects of psychotropic medications will be discussed along with indications and contraindications for psychopharmacological interventions and the relative efficacy of psychopharmacology treatments in comparison to counseling and psychotherapeutic interventions will be addressed.

EDSS 6393**Assessment, Appraisal, and Diagnosis***3 Semester Hours*

The objectives of this course include developing a broad understanding of assessment issues and procedures. These issues and procedures include 1) the history of assessment, 2) legal and ethical issues, 3) cultural diversity, 4) the scientist/practitioner approach to clinical judgment, 5) diagnostic interviewing, 6) approaches to test construction, 7) reliability and validity, 8) types of vocational, cognitive, and personality tests and 9) special education.

EDSS 6394**Helping Skills***3 Semester Hours*

The objectives of this course are for graduate students in counseling and education to 1) develop proficiency in beginning counseling skills, 2) prepare for counseling fieldwork experiences, and 3) begin to develop an understanding of the counselor's role in facilitating or inhibiting client change. Multicultural experiences are emphasized.

EDSS 6395**Addictions Counseling: Foundations for Wellness***3 Semester Hours*

This graduate course is intended to provide graduate Counseling students with core foundational knowledge of addictions counseling including substance abuse, co-occurring disorders, and addiction (e.g., gambling, sex, food, pornography). Major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction will be explored. Topical consideration will also be given to legal and medical aspects of substance use and addictions, populations at risk, the role of support persons, support systems, and community resources. Addictions and addictions counseling within the contexts of culture, race, ethnicity, gender, and social class will be examined.

Prerequisites: EDSS 6391, 6362, 6394, and 6379.

EDSS 6396**Human Sexuality***3 Semester Hours*

This graduate level course explores historical and contemporary theories and best practices relative to sexuality across the lifespan. The biological, physiological, psychological, and sociocultural factors that influence human sexual responses will be addressed, advanced counseling and psychotherapeutic techniques relative to assessment and treatment will be introduced, and the contemporary socio-political environment relative to certain populations (e.g., LGBTQ, physically challenged, etc.) and the media (e.g., visual, auditory, and written) that frame the expression of sexuality will be discussed.

Prerequisites: EDSS 6362, 6379, 6391, and 6394.

EDSS 6397**Trauma Counseling: Theories and Interventions***3 Semester Hours*

This graduate level course is intended to provide graduate Counseling students with core foundational knowledge of and best practices relative to responding to traumas, catastrophes, and disasters. Specific foci will target theories and models for understanding intrapersonal, interpersonal, and community responses to natural and man-made disasters, war, and genocide. Violence in the community, in the workplace, and in schools will be addressed as will violence across the lifespan, within the context of multiculturalism, and within the context of national and international parameters. The trauma of loss and vulnerability will also be explored. Finally, ways of managing challenges, concerns, and issues relative to counselor self-care, first responders, and ethical practices will be discussed.

Prerequisites: EDSS 6379, 6391, 6392, and 6394.

EDSS 6400**Community Psychology: Theories and Practice***3 Semester Hours*

This graduate level course provides an overview of community psychology theoretical models. Candidates will be exposed to evidence-based approaches to prevention and promotion of social-emotional competencies and resilience across the lifespan within a variety of contexts. This course will offer a community-based learning opportunity emphasizing social justice and health promotion, particularly in underprivileged and/or underserved populations.

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).

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.

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.

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.

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.

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.

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.

EDSS 6513

Advanced Counseling Seminar I

1 Semester Hour

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.

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.

EDSS 6515

Advanced Counseling Seminar II

1 Semester Hour

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.

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.

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.

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.

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, in-

cluding progress monitoring, will be discussed in addition to research-based interventions.

EDSS 6524

Practicum in School Psychology I

2 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.

EDSS 6525

Practicum in School Psychology II

2 Semester Hours

This course is a continuation of the 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.

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.

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.

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.

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.

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.

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.

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 psychoeducational services in the school setting with the P-12 student population.

Credit/No Credit.

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.

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.

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.

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.

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.

EDSS 6940**Fieldwork in Mental Health Counseling I***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6941**Fieldwork in College and University Counseling I***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6942**Fieldwork in Multicultural and Social Justice Counseling I***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6943**Fieldwork in Doctoral Preparatory Counseling I***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6945**Fieldwork in Mental Health Counseling II***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6946**Fieldwork in College and University Counseling II***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6947**Fieldwork in Multicultural and Social Justice Counseling II***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6948**Fieldwork in Doctoral Preparatory Counseling II**

3 Semester Hours

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6955**Master's Thesis I***1 Semester Hour*

This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis.

Credit/No Credit.

Prerequisite: EDLA 6950.

EDSS 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.

EDSS 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.

EDSS 6970**Fieldwork in School Counseling I***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6972**Individualized Site-Based Experience***1 Semester Hour*

One hundred hours of community-based experience working with targeted populations are required for all candidates in the GCNS program. The

experience will be designed to facilitate the application of classroom knowledge in various community settings. The chosen experience should be tailored to each candidate's background and future plans and should also be clearly related to the field of guidance and counseling. A proposal for this experience should be submitted to the Director of Field Work for approval. Site-based mentors need to be identified and approved.

Credit/No Credit.

Consent of Coordinator required.

EDSS 6980**Fieldwork in School Counseling II***3 Semester Hours*

Work in this area will be developed around supervised on-site fieldwork experiences and seminar sessions on campus. Supervised fieldwork 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.

Special approval required.

EDSS 6984**Internship Fieldwork Supervision***1 Semester Hour*

A continuation of EDSS 6980, Fieldwork Specialization.

EDSS 6990**Fieldwork in School Counseling III***3 Semester Hours*

A continuation of EDSS 6970, Fieldwork in School Counseling I. Prior to enrollment, candidate must have completed EDSS 6980, Fieldwork Specialization. Concurrent enrollment in EDSS 6970, 6980, and 6990 is not permitted.

Credit/No Credit.

Special approval required.

EDSS 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.

EDSS 6998**Special Studies***1-3 Semester Hours***EDSS 6999****Independent Studies**

1-3 Semester Hours

Specialized Programs in Urban Education

EDUR 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.

EDUR 498

Special Studies

1-3 Semester Hours

EDUR 499

Independent Studies

1-3 Semester Hours

EDUR 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.

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.

EDUR 5005

Literacy in the Content Areas

3 Semester Hours

This course is designed to develop an understanding of the nature of literacy and how it impacts content area learning. Training is provided in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students, ELD and SDAIE. The course will provide students with opportunities to acquire knowledge, skills, and the ability to deliver comprehensible instruction to English Learners and to develop lessons promoting students' access and achievement in relation to state-adopted academic content standards.

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.

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.

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.

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.

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.

EDUR 5020

Research Project in Urban Education

1 Semester Hour

This course is a continuation of EDUR 5018 (Research in Urban Education). Candidates focus on collecting and analyzing findings of the research project started in EDUR 5018. In addition to regular class meetings, candidates are expected to meet individually with a faculty advisor to refine and revise the final research project. A final research paper, approved by a faculty committee, is required for the course.

Prerequisite: EDUR 5018.

EDUR 5501

Practicum: Educational Practices in Action in Secondary Math and Science Classrooms

3 Semester Hours

Candidates learn how to model professional behavior that addresses job responsibilities and the expectations of mathematics or science secondary teachers working in a multilingual, multicultural, and economically diverse community.

EDUR 5503

Practicum: Differentiated Education in Action in Secondary Math and Science Urban Education

3 Semester Hours

Candidates learn how to consistently strategically apply math or science teaching practices that involve students as active participants in the

assessment process where both become advocates for student learning and achievement needs.

Consent of Coordinator required.

EDUR 5505

Research-Supported Math/Science Practices in Urban Education

3 Semester Hours

This course helps candidates design and implement a mathematical or scientific learning environment that builds on the strengths that students bring to the teaching/learning process and reverses the achievement gap between subgroups within a school.

Consent of Coordinator required.

EDUR 5580

Teaching Mathematics and Science in Urban Schools

3 Semester Hours

Candidates learn how to implement instruction that reverses the achievement gap and improve student engagement and achievement in mathematics or science by engaging students in a learning culture that values mathematical and scientific thinking.

EDUR 5581

Mentorship in Math and Science Education

3 Semester Hours

This course is designed to build authentic and trusting relationships that value a teacher's paradigm within the context of expected exceptional practice aligned with effective student learning. The use of data to create and move through disequilibrium to strengthen student learning of math or science will be discussed.

EDUR 5582

Collaboration in Math and Science Education

3 Semester Hours

Candidates learn how to design, plan, and implement a learning environment based on cooperative planning, constant collaboration, close unity, unrestrained communication, and sincere sharing. Candidates learn how to collaborate on learning, risk-taking, innovation, and change within the context of interdependence.

Consent of Coordinator required.

EDUR 5998

Special Studies

1-3 Semester Hours

EDUR 5999

Independent Studies

1-3 Semester Hours

EDUR 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.

EDUR 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.

EDUR 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.

EDUR 6324

Technology in Multilingual Settings

3 Semester Hours

Offered as an elective, this course emphasizes the use of instructional technologies with multilingual population. 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.

EDUR 6327

Learning and Teaching with Technology

3 Semester Hours

In this course, constructivism will be explored as a foundation for teaching and learning with technology. The course will explore how technology can be used to promote the notion that students construct knowledge rather than just receive knowledge passively.

EDUR 6328

Survey of Digital Technologies for Urban Education

3 Semester Hours

This course explores how different technologies can be used to promote equity in teaching and learning in urban schools. As technology evolves, candidates study how new forms of technology, beyond the personal computer, can be used for teaching and learning. Candidates will create projects using these new technologies.

EDUR 6329

Assistive Technology

3 Semester Hours

Students with special needs benefit the most from the use of technology for teaching and learning. In this course, candidates learn the principles of universal design for learning, review federal and state laws regarding the education of students with special needs, and the use of appropriate technology to promote high standards for all students.

EDUR 6955

Master's Thesis I

1 Semester Hour

This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis.

Credit/No Credit.

Prerequisite: EDLA 6950.

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.

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.

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.

Special approval required.

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 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: EDUR 6960, all professional education courses in program sequence, including Health Education (EDES 8000), formal documentation of completed subject matter competency, and passage of all appropriate examinations.

EDUR 6963

Seminar in Advanced Teaching Methodologies

3 Semester Hours

Candidates build on the material that was learned in the methodology course for the teaching credential program. In this course, candidates are presented with more strategies that promote high standards for all students. The theories behind these strategies are also discussed.

EDUR 6968

Action Research in Urban Education

3 Semester Hours

In this course, candidates will learn how to use self-reflection to improve their practice as urban classroom teachers. Using real classroom experiences, candidates will learn how to systematically and collaboratively identify a problem, collect data, and evaluate solutions. Emphasis is placed on journal writing, observation skills, and methods for sharing the action research project. Case studies will be examined, and candidates will create an action research project in an urban education setting.

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.

EDUR 6998

Special Studies

1-3 Semester Hours

EDUR 6999

Independent Studies

1-3 Semester Hours

SCHOOL OF FILM AND TELEVISION COURSES

Animation

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 Development for Animation

3 Semester Hours

Introduction to visual techniques: color theory, design composition, and storyboarding.

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.

Lab fee.

ANIM 198

Special Studies

1-3 Semester Hours

ANIM 199

Independent Studies

0-3 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.

Lab fee.

Prerequisite: ANIM 120.

ANIM 230

Introduction to 3-D Computer Animation

3 Semester Hours

Introduction to three-dimensional 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 computer-created animation.

Lab fee.

Prerequisite: ANIM 220.

ANIM 231

Introduction to 2-D Computer Animation

3 Semester Hours

Introduction to two-dimensional 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.

Lab fee.

ANIM 260

Digital Toolbox

3 Semester Hours

Introduction to principles and practices of digital imaging as applicable to film and video.

Lab fee.

Prerequisite: ANIM 120.

ANIM 298

Special Studies

1-3 Semester Hours

ANIM 299

Independent Studies

0-3 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.

Prerequisites: ANIM 110 and 220.

ANIM 320

Mechanics of Animation

3 Semester Hours

Workshop in the art of animated film production.

Prerequisite: ANIM 220.

ANIM 330**Intermediate 3-D Computer Animation***3 Semester Hours*

Further practical study in three-dimensional computer animation including: modeling; advanced articulation methods, techniques, and solutions; lighting; texture mapping; compositing; and rendering solutions.

Prerequisite: ANIM 230.

ANIM 331**Intermediate 2-D Computer Animation***3 Semester Hours*

Two-dimensional 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**Intermediate Interactive Animation***3 Semester Hours*

Introduction to creative and technical aspects of interactive animation technology.

Prerequisite: ANIM 250.

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.

Prerequisite: ANIM 220.

ANIM 370**Character Animation***3 Semester Hours*

An introduction to the principles of classical character animation, creating the illusion of life and believability.

Prerequisite: ANIM 220.

ANIM 371**3D Character Animation***3 Semester Hours*

An introduction to the principles of 3D character animation. Creation of illusion of life and believability.

Prerequisites: ANIM 230, 260.

ANIM 380**Visual Effects***3 Semester Hours*

Concepts and approaches to production work in cinematic visual effects. A combination of digital and traditional methods will be discussed, with a concentration on exercises using computer graphics to illustrate these techniques.

Prerequisites: ANIM 220, 230, and 260.

ANIM 398**Special Studies***1-3 Semester Hours***ANIM 399****Independent Studies***0-3 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.

Lab fee.

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 450**Advanced Interactive Animation***3 Semester Hours*

Production and design using interactive animation technology.

Prerequisite: ANIM 350.

ANIM 490**Animation Internship***3 Semester Hours*

Professional experience in animation. Animation internship. Portfolio and demo reel development. Vocational strategies.

Junior or 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/Production

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

0-3 Semester Hours

Film and Television Arts and Enterprises

FTVA 198

Special Studies

0-3 Semester Hours

FTVA 199

Independent Studies

0-3 Semester Hours

FTVA 298

Special Studies

0-3 Semester Hours

FTVA 299

Independent Studies

0-3 Semester Hours

FTVA 398

Special Studies

0-3 Semester Hours

FTVA 399

Independent Studies

0-3 Semester Hours

FTVA 490

Entertainment Internship

0 Semester Hours

This course offers a supervised internship within the entertainment industry administered through the Entertainment Internship Program.

May be repeated three times.

Credit/No Credit grading.

FTVA 491

Entertainment Career Internship

1-3 Semester Hours

This course offers a supervised internship within the entertainment industry administered by the Entertainment Internship Program. It provides the necessary resources and tools for students to maximize their career seeking skills within the entertainment industry through internship advisement, resume and cover letter support, and reflection on the internship experience.

May be repeated three times for degree credit.

Credit/No Credit grading.

FTVA 498

Special Studies

0-3 Semester Hours

FTVA 499

Independent Studies

0-3 Semester Hours

FTVA 555

Incubator Lab

0-3 Semester Hours

FTVA 590

Entertainment Internship

0 Semester Hours

This course offers a supervised internship within the entertainment industry administered through the Entertainment Internship Program.

May be repeated three times.

Credit/No Credit grading.

FTVA 598

Special Studies

0-3 Semester Hours

FTVA 599

Independent Studies

0-3 Semester Hours

FTVA 688

Intern Practicum

0-3 Semester Hours

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

Prerequisite: Completion of 18 semester hours of graduate courses.

May be repeated three times.

Credit/No Credit grading.

FTVA 698

Special Studies

0-3 Semester Hours

FTVA 699

Independent Studies

0-3 Semester Hours

Film and Television Studies

FTVS 200

Survey of Mass Media

3 Semester Hours

Examination of the 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 as well as an examination of film as a powerful cultural artifact. Screenings, readings, and lecture/discussion.

Lab fee.

FTVS 212

Art of Television

3 Semester Hours

An introduction to the aesthetic and cultural elements of television. Screenings, readings, and lecture/discussion.

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 and video. Screenings, lectures, and discussions.

Lab fee.

FTVS 398

Special Studies

1-3 Semester Hours

FTVS 399

Independent Studies

0-3 Semester Hours

FTVS 410

Motion Picture Analysis

3 Semester Hours

Critical analysis of representative current movies joined, whenever possible, by class encounters with the filmmakers themselves.

Lab fee.

Prerequisite: FTVS 210 or 212.

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 416

Jewish Images in Film and Television

3 Semester Hours

Examination of the ways that Jewish people, their culture, and faith have been represented and have represented themselves in film and TV. Screenings, lecture, discussion.

Lab fee.

FTVS 417

History of Broadcasting

3 Semester Hours

An introduction to the history and structures of the broadcasting industry. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 418

Close Textual Analysis

3 Semester Hours

An in-depth analysis of various film and TV texts.

Lab fee.

FTVS 419

Special Topics: Theory

3 Semester Hours

The examination and application of specific theoretical topics (e.g., feminism, post-modernism, modernism, race and ethnic studies, post-colonial studies, etc.) to film and TV texts. Screenings, readings, lectures/discussion.

Lab fee.

FTVS 420

European Cinema

3 Semester Hours

A critical and historical survey of European cinema. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 421

Asian Cinema

3 Semester Hours

A critical and historical survey of Asian cinema. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 422

African Cinema

3 Semester Hours

A critical and historical survey of African cinema. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 423

Latin American Cinema

3 Semester Hours

A critical and historical survey of Latin American cinema. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 425

International TV

3 Semester Hours

A critical and historical survey of international TV. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 429

Special Topics: National Cinema

3 Semester Hours

An in-depth study of the films of one nation. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 430

The Western Film

3 Semester Hours

A critical and historical survey of the Western film. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 431

Film Melodrama

3 Semester Hours

A critical and historical survey of film melodrama as a specific genre or approach to genre. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 432

The Musical Film

3 Semester Hours

A critical and historical survey of musical film. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 433

The Horror Film

3 Semester Hours

A critical and historical survey of the horror film. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 434

Film Comedy

3 Semester Hours

A critical and historical survey of the film comedy. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 435

Film Noir

3 Semester Hours

A critical and historical survey of film noir. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 436

Science Fiction Film

3 Semester Hours

A critical and historical survey of science fiction film. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 439

Special Topics: Film Genre

3 Semester Hours

An in-depth study of a specific film genre, other than those regularly offered (e.g., suspense thriller). Screenings, readings, lecture/discussion.

Lab fee.

FTVS 440

TV Sitcoms

3 Semester Hours

A critical and historical survey of TV sitcoms. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 441

TV Crime Shows

3 Semester Hours

A critical and historical survey of TV crime shows. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 442

TV Westerns

3 Semester Hours

A critical and historical survey of TV Westerns. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 443

Soap Operas

3 Semester Hours

A critical and historical survey of TV soap operas. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 444

Reality TV

3 Semester Hours

A critical and historical survey of reality TV. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 445

Science Fiction TV

3 Semester Hours

A critical and historical survey of science fiction TV. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 446

Japanese Anime

3 Semester Hours

A critical and historical survey of Japanese anime. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 447

African American Images on TV

3 Semester Hours

A critical and historical survey of African American images on TV. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 449

Special Topics: TV Genre

3 Semester Hours

An in-depth study of a specific TV genre not regularly offered (e.g., news, docudrama, etc.). Screenings, readings, lecture/discussion.

Lab fee.

FTVS 473

Women in Film

3 Semester Hours

A critical and historical survey of representations of women in film as well as an examination of works of woman directors in an international context. Screenings, readings, lecture/discussion.

Lab fee.

FTVS 498

Special Studies

1-3 Semester Hours

FTVS 499

Independent Studies

0-3 Semester Hours

FTVS 511

Television History

3 Semester Hours

This seminar traces the history of television from the last days of radio, through the Golden Age of TV, to today's cable and Internet.

Graduate SFTV majors only.

FTVS 512

Seminar in Television Genres

3 Semester Hours

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

Lab fee.

FTVS 513

Seminar in American Film

3 Semester Hours

An examination of the history and development of American film from the silent era to the present. Screenings, lectures, and discussions.

Lab fee.

FTVS 514

Seminar in International Film

3 Semester Hours

An examination of the history and development of international film from the silent era to the present. 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 TV 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 598

Special Studies

1-3 Semester Hours

FTVS 599

Independent Studies

0-3 Semester Hours

FTVS 610

Film/TV Topical Seminar

3 Semester Hours

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

Lab fee.

FTVS 611

Seminar in Film Genre

3 Semester Hours

Advanced study in a 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 discussion.

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

0-3 Semester Hours

Film and Television Production

PROD 180

Pre-Production

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 Production 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 198

Special Studies

0-3 Semester Hours

PROD 199

Independent Studies

0-3 Semester Hours

PROD 200

Introduction to Film Production

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.

A grade of B (3.0) or better is required.

Prerequisites: FTVS 210 or 212; 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 230

Media Innovation: Small Format Video and the Web

3 Semester Hours

Media Innovation is a creative, technical, and critical exploration of the practice of using small-form capture devices (cell phone, digital still camera, etc.) to create media for display on the web and other evolutionary viewing platforms. Each student is required to produce and edit a series of videos for posting on their own videoblog.

PROD 240

Images of Faith and Justice

3 Semester Hours

This course offers students the opportunity to explore faith and justice issues. The course includes a component of Community-Based Learning (CBL).

PROD 250

Introduction to Television Production

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.

A grade of B (3.0) or better is required.

Prerequisites: FTVS 210 or 212; PROD 180.

PROD 298

Special Studies

1-3 Semester Hours

PROD 299

Independent Studies

0-3 Semester Hours

PROD 300

Intermediate Narrative Film Production

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, 250, 365 and 366; RECA 250; SCWR 327.

Corequisite: RECA 367.

PROD 365, 366 and/or 379 may be taken concurrently with PROD 300 with permission of chair.

PROD 326

Documentary Pre-Production

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.

Prerequisites: PROD 200 or 250; SCWR 220.

PROD 350

Intermediate Documentary Production

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, 250, 326, 365, and 366; RECA 250.

Corequisite: RECA 367.

PROD 365, 366 and/or 379 may be taken concurrently with PROD 350 with permission of chair.

PROD 365

Cinematography

3 Semester Hours

An introduction to 16mm motion picture cameras, film stocks, lighting, and grip equipment. Location and studio procedures for both sync and non-sync situations.

Lecture and Lab, 5 hours.

Lab fee.

Insurance fee.

Majors only.

Prerequisite: PROD 200 or 250.

PROD 366

Post-Production

3 Semester Hours

Post-production theory and practice as applied to film.

Lab fee. 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.

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.

Prerequisites: PROD 200 or 250.

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.

PROD 398

Special Studies

1-3 Semester Hours

PROD 399

Independent Studies

0-3 Semester Hours

PROD 400

Advanced Narrative Film Production

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 writing, directing, and editing 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.

Majors only.

Seniors only.

Prerequisites: PROD 300 or 350; RECA 367; SCWR 327.

PROD 410

Film/TV Topical Seminar

3 Semester Hours

PROD 450

Advanced Documentary Production

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 writing, directing, and editing a documentary or experimental piece. 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.

Majors only.

Seniors only.

Prerequisites: PROD 300 or 350, 379; RECA 367.

PROD 460

Directed Study in Production

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 in production, 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.

Prerequisites: PROD 300 or 350; RECA 367.

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.

Seniors 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.

Prerequisite: 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.

Seniors only.

Prerequisites: PROD 300 or 350; RECA 367.

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.

Seniors 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 Film and TV students explore two of the film's director's most essential tasks—script analysis and directing actors.

Majors only.

Seniors only.

Prerequisites: PROD 300 or 350; RECA 367.

PROD 480

Advanced Production Technique Seminar

1-3 Semester Hours

Seminar/workshop course in special advanced techniques in production and post-production topics.

School of Film and Television students only.

Juniors and seniors only.

PROD 495

Post-Finishing the Film

3 Semester Hours

This 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.

Prerequisite: PROD 400 or 450.

PROD 498

Special Studies

1-3 Semester Hours

PROD 499

Independent Studies

0-3 Semester Hours

PROD 500

Fundamentals of Production

3 Semester Hours

Introduction to the aesthetic and practical problems of communicating visually through motion pictures. Involves group projects.

Corequisites: PROD 565, 566; SCWR 501.

PROD 530

Intermediate Documentary Pre-Production

3 Semester Hours

Research and development for written proposals.

Prerequisite: PROD 500.

PROD 550

Intermediate Production

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.

A grade of B (3.0) or better is required.

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.

Corequisites: PROD 500, 566; SCWR 501.

PROD 566

Post-Production

3 Semester Hours

Post-production theory and practice as applied to film and television.

Majors only.

Corequisites: PROD 500, 565; SCWR 501.

PROD 598**Special Studies***1-3 Semester Hours***PROD 599****Independent Studies***0-3 Semester Hours***PROD 600****Advanced Production***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**Pre-Production for Documentary Thesis***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 Project: 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 620.

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**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 Project: Post-Production***3 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 Project: Post-Finishing the Film***1-3 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 685**Advanced Production Technique Seminar***1-3 Semester Hours*

Seminar/workshop course in special advanced techniques in production and post-production topics.

Lab fee.

Insurance fee.

Majors only.

Prerequisite: PROD 550.

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.

Lab fee.

Insurance fee.

Graduate majors only.

Prerequisite: PROD 500.

PROD 698

Special Studies

1-3 Semester Hours

PROD 699

Independent Studies

0-3 Semester Hours

Recording Arts

RECA 220

Fundamentals of Sound

3 Semester Hours

The behavior of sound in various environments and techniques of modifying sound.

RECA majors only.

RECA 250

Sound Design

3 Semester Hours

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

PROD and RECA majors only.

Prerequisite: FTVS 200, 210, or 212.

RECA 258

Digital Sound Editing

3 Semester Hours

Introduction to sound effects and dialog editing using random access digital sound and picture.

RECA majors only.

Prerequisite: RECA 250.

RECA 298

Special Studies

1-3 Semester Hours

RECA 299

Independent Studies

0-3 Semester Hours

RECA 322

Recording Technology

3 Semester Hours

The electronic theories of sound recording and reproduction.

RECA majors only.

Prerequisite: RECA 258.

Corequisite: RECA 353.

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.

RECA majors only.

Prerequisite: RECA 258.

Corequisite: RECA 322.

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.

RECA majors only.

Prerequisites: RECA 320, 322, and 353.

Corequisite: RECA 361.

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.

RECA majors only.

Prerequisites: RECA 320, 322, and 353.

Corequisite: RECA 358.

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.

PROD majors only.

Prerequisites: PROD 200 ; RECA 250.

RECA 393

Movie Music

3 Semester Hours

Study of understanding the main principles of music as a functional element in films. This class involves looking at and analyzing films and film clips; over the course of the semester, around 200 clips will be presented in class.

RECA 397

Recording Arts Internship

1-3 Semester Hours

RECA 398**Special Studies***1-3 Semester Hours***RECA 399****Independent Studies***0-3 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.

RECA majors only.

Prerequisites: RECA 358 and 361.

RECA 464**Advanced Audio***3 Semester Hours*

Supervised and advanced projects in audio applications.

RECA majors only.

Prerequisite: RECA 461.

Corequisite: RECA 470.

RECA 468**Advanced Post-Production Sound***3 Semester Hours*

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

Prerequisite: RECA 358 or 367.

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.

RECA majors only.

Prerequisite: RECA 461.

Corequisite: RECA 464.

RECA 493**Contemporary Issues: Recording Arts***3 Semester Hours*

Further studies in sound recording theory and practice.

RECA majors only.

Prerequisite: RECA 461.

RECA 497**Recording Arts Internship***1-3 Semester Hours***RECA 498****Special Studies***1-3 Semester Hours***RECA 499****Independent Studies***0-3 Semester Hours***RECA 500****Sound for Production***3 Semester Hours*

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

PROD Graduate students only.

Prerequisite: PROD 500.

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.

Graduate PROD majors only.

Prerequisite: RECA 500.

RECA 568**Advanced Post-Production Sound***3 Semester Hours*

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

PROD and RECA majors only.

Prerequisites: RECA 500 and 567.

RECA 593**Movie Music***3 Semester Hours*

Study of understanding the main principles of music as a functional element in films. This class involves looking at and analyzing films and film clips; over the course of the semester, around 200 clips will be presented in class.

RECA 597**Recording Arts Internship***1-3 Semester Hours***RECA 598****Special Studies**

1-3 Semester Hours

RECA 599

Independent Studies

0-3 Semester Hours

Screenwriting

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

0-3 Semester Hours

SCWR 320

Intermediate Screenwriting

3 Semester Hours

Practical experience in writing feature film scripts with analysis of plot, character development, and structure.

Lab fee.

Majors/minors only.

Prerequisite: SCWR 220.

SCWR 321

Rewriting the Feature

3 Semester Hours

Practical experience in completing or rewriting a feature-length screenplay.

May be repeated once.

Majors/minors only.

Prerequisite: SCWR 320.

SCWR 322

Genre Screenwriting

3 Semester Hours

Elements of writing popular film genres.

Prerequisite: SCWR 320.

SCWR 325

Writing the TV Situation Comedy

3 Semester Hours

Practical experience in writing in various comic forms with emphasis on television situation comedy.

Majors/minors only.

Prerequisite: SCWR 220.

SCWR 327

Writing for Narrative Production

3 Semester Hours

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

Prerequisite: SCWR 220.

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.

Majors/minors only.

Prerequisites: PROD 200 and SCWR 220.

SCWR 398

Special Studies

1-3 Semester Hours

SCWR 399

Independent Studies

0-3 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.

Lab fee.

Prerequisites: SCWR 320 and 321.

SCWR 421

Rewriting the Senior Writing Project

3 Semester Hours

Practical experience revising the senior project draft.

Majors/minors only.

Prerequisite: SCWR 420.

SCWR 426

Writing One-Hour Episodic TV

3 Semester Hours

Practical experience in writing one-hour episodic television drama.

School of Film and Television majors only.

Prerequisites: SCWR 220 and 320.

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 490

Entertainment Internship

0 Semester Hours

This course offers a supervised internship within the entertainment industry administered through the Entertainment Internship Program.

May be repeated three times.

Credit/No Credit grading.

SCWR 491

Entertainment Career Internship

1-3 Semester Hours

This course offers a supervised internship within the entertainment industry administered by the Entertainment Internship Program. It provides the necessary resources and tools for students to maximize their career seeking skills within the entertainment industry through internship advisement, resume and cover letter support, and reflection on the internship experience.

May be repeated three times for degree credit.

Credit/No Credit grading.

SCWR 498

Special Studies

1-3 Semester Hours

SCWR 499

Independent Studies

0-3 Semester Hours

SCWR 501

Writing for Production

3 Semester Hours

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

Corequisites: PROD 500, 565, 566.

SCWR 502

Adaptation

3 Semester Hours

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

SCWR 510

Producing and Directing for Feature Film Screenwriters

3 Semester Hours

Practical experience in the television development process; includes taking an idea to script and the directing, producing, and post-producing of a short, in-studio multi-camera video project.

SCWR 511

Introduction to Television Producing

3 Semester Hours

Course centers on understanding the craft of storytelling and character development as probably the most important task at hand when mounting a production and properly servicing the script for the writer, executive producer, and studio. Making wise choices in the areas of camera, lighting, and special effects to non-linear post-production, etc.

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

Intermediate Writing for Narrative Production

3 Semester Hours

Intermediate screenwriting techniques as applied to short films intended for production.

Prerequisite: SCWR 501.

SCWR 540

Elements of Feature Film Screenwriting

3 Semester Hours

Elements of feature film screenwriting related to idea, character, story and structure development, scene and sequence construction, and elements of genres.

SCWR 541

Intermediate Feature Project

3 Semester Hours

Practical experience writing a first draft feature film screenplay; includes analysis of character development, plot, and story structure.

SCWR 550

Elements of Television Writing

3 Semester Hours

Elements of dramatic writing include emphasis on the television art form and the practical aspects of writing television genres.

SCWR 551

Seminar in Feature Writing

3 Semester Hours

WPTV majors only.

SCWR 552

Writing for the Internet

3 Semester Hours

Practical experience writing for Internet television shows.

SCWR 553

Writing for Reality Television

3 Semester Hours

Practical experience in writing for reality television.

SCWR 560

Writing the Feature for Directors

3 Semester Hours

Practical experience writing a first draft feature-length screenplay.

Film and Television Production graduate majors only.

Prerequisite: SCWR 501.

SCWR 598

Special Studies

1-3 Semester Hours

SCWR 599

Independent Studies

0-3 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 512.

SCWR 611

Television Planning, Budgeting, and Scheduling

3 Semester Hours

Practical experience as a producer managing the planning, budgeting, and scheduling of the episodic television art form.

SCWR 620

Writing for Narrative Production Thesis

3 Semester Hours

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

Prerequisite: SCWR 530.

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 635

Advanced Motion Picture Script Analysis

3 Semester Hours

Analysis of feature films from the screenwriter's point of view and an in depth study of each story's dramaturgical elements. This study will deepen the understanding of these principles and techniques for the student's own creative work.

SCWR 640

Rewriting Intermediate Feature Project

3 Semester Hours

Practical experience rewriting the feature film screenplay.

Prerequisites: SCWR 540 and 541.

SCWR 641

Feature Film Adaptation

3 Semester Hours

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

Prerequisites: SCWR 541 and 640.

SCWR 650

Advanced Screenwriting Project

3 Semester Hours

Practical experience writing a feature-length screenplay.

Prerequisite: SCWR 640.

SCWR 651

Rewriting Advanced Screenwriting Project

3 Semester Hours

Practical experience rewriting the feature film screenplay.

Prerequisite: SCWR 650.

SCWR 660

Writing Episodic Drama

3 Semester Hours

Practical experience writing a "spec" episode of a current one-hour drama.

Prerequisite: SCWR 550.

SCWR 661

Writing the Drama Pilot

3 Semester Hours

Practical experience creating an original one-hour drama series and writing the pilot teleplay.

Prerequisite: SCWR 660.

SCWR 670

Writing Episodic Comedy

3 Semester Hours

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

Prerequisite: SCWR 550.

SCWR 671

Writing the Comedy Pilot

3 Semester Hours

Practical experience creating an original half-hour situation comedy series and writing the pilot teleplay.

Prerequisite: SCWR 670.

SCWR 675

Rewriting the Television Pilot: Comedy and Drama

3 Semester Hours

Rewriting original pilot projects.

SCWR 680

Television Producing

3 Semester Hours

A "real life" experience writing and producing a television series; includes adapting the original pilot and pre-producing a short presentation.

Prerequisites: SCWR 611; SCWR 670 or 671.

SCWR 681

Television Post-Production

3 Semester Hours

A "real life" experience writing and producing a television series; includes producing and post-producing pilot presentation and a final professional presentation to an audience and faculty committee.

Prerequisite: SCWR 680.

SCWR 682

Television Portfolio Workshop

3 Semester Hours

Develop new or continue to work on previously written material to raise the quality of portfolio to industry standards; includes preparing marketing materials for projects.

SCWR 685

Entertainment Business Affairs

3 Semester Hours

Classroom lectures, guest speakers, panel discussions from entertainment industry business affairs professionals in the field of artist management, development, financing, and distribution.

Prerequisites: SCWR 650 and 651 (Feature Film Screenwriting) or SCWR 670 and 671 (Writing and Producing for Television).

SCWR 689

Acting for Television

3 Semester Hours

This course focuses on understanding the acting process. Writers learn how actors work in order to collaborate and create dialogue for them. The class also covers elements such as casting and production.

SCWR 690

Thesis Screenplay Project

3 Semester Hours

Practical experience writing a feature-length screenplay.

SCWR 691

Rewriting Thesis Screenplay Project

3 Semester Hours

Practical experience rewriting a feature film screenplay.

Prerequisite: SCWR 690.

SCWR 692

Feature Film Portfolio Workshop

3 Semester Hours

Develop new or continue to work on previously written material to raise the quality of portfolio to industry standards; includes preparing marketing materials for projects.

Prerequisites: SCWR 685 and 690.

SCWR 696

Television Mentoring

3 Semester Hours

Shadowing professionals and working in some phase of the television industry.

SCWR 697

Feature Film Mentoring

3 Semester Hours

Shadowing professionals and working in some phase of the feature film industry.

SCWR 698

Special Studies

1-3 Semester Hours

SCWR 699

Independent Studies

0-3 Semester Hours

DEPARTMENT OF AEROSPACE STUDIES COURSES

AERO 100

Foundation of the USAF 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

Foundation of the USAF 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.

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.

AERO 200

The Evolution of USAF Air and Space Power I

1 Semester Hour

A course designed to examine general aspects of air and space power through a historical perspective. Featured topics include: a study of Air Force history and heritage, significant Air Force leaders and their contributions, and key service issues, ethics, and values. 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 course designed to examine general aspects of air and space power through a historical perspective. Featured topics include: a study of Air Force history and heritage, significant Air Force leaders and their contributions, and key service issues, ethics, and values. 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.

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.

AERO 300

Air Force Leadership Studies I

3 Semester Hours

A study of leadership and quality management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and advanced 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 quality management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and advanced 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 planning and participating in physical fitness activities and challenging group activities.

(Taken concurrently with AERO 300, 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 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, every important regional studies, the complexities of just war theory and how it relates to the laws of armed conflict, advance 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, every important regional studies, the complexities of just war theory and how it relates to the laws of armed conflict, advance 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 running 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 running 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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 Dean of Students
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RICHARD ROLFS, S.J.

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Business Administration

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Mathematics

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