

Loyola Marymount University Bulletin 2021-2022

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 go to <http://bulletin.lmu.edu>.

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1 LMU Drive
Los Angeles, CA 90045-2659
310.338.2700
Toll Free: 800.568.4636



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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 threefold 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 socioeconomically 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

Accreditation--a seal of approval by professional peers--indicates that an institution or program meets the quality standards of the group conferring the accreditation.

Loyola Marymount University is both regionally and professionally accredited by the following organizations:

Regional/General Accreditations

- [Western Association of Schools and Colleges \(WASC\)*](#)

Program-Specific Accreditation

- [Accreditation Association for Ambulatory Health Care](#)
- [American Art Therapy Association](#)
- [American Bar Association](#)
- [Association of American Law Schools](#)
- [Association to Advance Collegiate Schools of Business](#)
- [California State Commission on Teacher Credentialing](#)
- [Committee of Bar Examiners of the State Bar of California](#)
- [The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology](#)
- [Council for the Accreditation of Educator Preparation](#)
- [International Association of Counseling Services](#)
- [National Association of Schools of Art and Design Commission of Accreditation](#)
- [National Association of Schools of Dance](#)
- [National Association of Schools of Music](#)
- [National Association of Schools of Theatre](#)
- [National Association of School Psychology](#)
- [National Council for Accreditation of Teacher Education](#)

**WASC is reviewed periodically and recognized by the U.S. Department of Education (USDOE) and the Council for Higher Education Accreditation (CHEA).*

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

Graduation Rate

The completion or graduation rate by August 2019 for undergraduate students who entered Loyola Marymount University in Fall 2013 on a full-time basis was 79.9%.

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; 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 February 1; the Spring priority date for all applicants is October 15. Early Action (non-binding) and Early Decision (binding) programs are also offered to freshman applicants for the Fall semester. November 1 is the deadline for fall semester freshmen to apply under either the Early Action or Early Decision program. Early Decision II is also offered to first year students with an application deadline of January 15. 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 email address is admissions@lmu.edu.

High School Subjects Recommended for Admission

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

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

Business students must complete a unit in each of the following: elementary algebra, geometry, 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 a member of the Common Application. All applicants should file the Common Application by the appropriate deadline and submit a \$60 nonrefundable application fee. Students preferring not to use the Common Application may use the alternate online application, which may be found at admission.lmu.edu/apply.

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 Writing Supplement or the LMU online application by the appropriate deadline and submit a \$60 nonrefundable application fee or an appropriate fee waiver. Application forms are available online at admission.lmu.edu/apply.
2. Request official transcripts to be sent from the last high school attended and from each college attended. We will also accept self-reported courses and grades entered on your application for admission. 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. Loyola Marymount will be test optional for students applying for 2021 or 2022 admission. If you wish to have your test scores considered, 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>. Self-reported scores are also accepted.
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. 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 Action):** Decisions for candidates applying under the Early Action program whose applications are complete by November 1 will be announced in mid-December. 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 (Early Decision):** Decisions for candidates applying under the Early Decision program whose applications are complete by November 1 will be announced in early December. Early Decision applications may be accepted, denied, or deferred for further consideration during the regular decision process. Loyola Marymount's Early Decision program is binding.
- **Fall freshman applicants (Early Decision II):** Decisions for candidates applying under the Early Decision II program whose applications are complete by January 15 will be announced in early

February. Early Decision II applications may be accepted, denied, or deferred for further consideration during the regular decision process. Loyola Marymount's Early Decision II program is 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 regular decision 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, including the Presidential Scholarships (see the Financial Aid section of the Bulletin for more information on these scholarships).

All students meeting the January 15 Regular Decision deadline will be automatically considered for all academic scholarships. Superior students are encouraged to apply under the Early Action program to ensure full consideration for Presidential Scholarships.

Further information on all LMU Scholarship programs for entering freshmen may be found at <http://financialaid.lmu.edu/prospective/scholarships>.

Tuition Deposit

Accepted students intending to enroll are required to submit a nonrefundable \$500 Tuition deposit to secure their seat in the class. The commitment deposit is applied to first-semester tuition.

If the Tuition 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 Tuition Deposit is 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 tuition 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 for fall admission is February 1; for Spring admission, the priority date is October 15. 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 completed college coursework 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.
- 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 pending space availability. 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.

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 90 (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. To demonstrate English proficiency, the University also accepts scores from the Pearson Test of English which is managed by Pearson, Inc. Information about this test can be found at <https://pearsonpte.com/>. The University's minimum standard for undergraduate admission is 53. Additionally, the University accepts scores from the Duolingo English Test which is managed by Duolingo. Information about this test can be found at <https://englishtest.duolingo.com/>. The University's minimum score is 110.
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.

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 \$500 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.

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. No more than 2 AP courses can be used to fulfill Core Exploration requirements.

Note that an essay is required for all examinations offering optional essays.

AP Exam	Number of Semester Hours Awarded	Equivalent LMU Course(s)
Art History	8	ARHS 2000 and ARHS 2002
Biology	6	No specific course
Calculus AB	4	MATH 131
Calculus BC	8	MATH 131 and MATH 132
Chemistry	4	No specific course
Chinese Language and Culture	8	CHIN 2101 and CHIN 2102
Comparative Government and Politics	4	POLS 1400
Computer Science A	3	CMSI 185
Computer Science Principles	3	CMSI 182
English Language and Composition	4	No specific course
English Literature and Composition	4	No specific course

Environmental Science	3	ENVS 101
European History	4	HIST 1200
French Language and Culture	8	FREN 2101 and FREN 2102
German Language and Culture	8	GRMN 2101 and GRMN 2102
Human Geography	4	GEOG 1000
Italian Language and Culture	8	ITAL 2101 and ITAL 2102
Japanese Language and Culture	8	JAPN 2101 and JAPN 2102
Latin	8	CLAR 1115 and CLAR 1125
Macroeconomics	4	ECON 1200
Microeconomics	4	ECON 1100
Music Theory	3	No specific course
Physics C: Mechanics	4	PHYS 1100
Physics C: Electricity and Magnetism	4	PHYS 2100
Physics 1: Algebra-based	4	PHYS 2500
Physics 2: Algebra-based	4	PHYS 2550
Psychology	4	No specific course
Spanish Language and Culture	8	SPAN 2101 and SPAN 2102
Spanish Literature and Culture	8	No specific course
Statistics	3	MATH 104
Studio Art: Drawing	6	No specific course
Studio Art: 2D Design	3	No specific course
Studio Art: 3D Design	3	No specific course

United States Government and Politics	4	POLS 1200
United States History	4	HIST 1300
World History	4	HIST 1050

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 2016 exam	5	6	Scores of 5 earn BIOL 1XXX and ESTM. Scores of 6 earn BIOL 101 and BIOL 102 and ESTM.
Business and Management Higher Level	5	6	No specific course
Chemistry Higher Level 2016 exam	5	6	Under review
Computer Science Higher Level	5		Under review
Economics Higher Level	5	8	ECON 1100 and ECON 1200
Foreign Language B Higher Level	5	8	No specific course
Geography Higher Level 2019 exam	5	4	Under review
History 2017 exam	5	8	Under review
Mathematics Higher Level 2014 exam	5	6	MATH 120 and MATH 122

Classical Languages Higher Level 2016 exam	5	8	Under review
Philosophy Higher Level	5	8	No specific course
Physics 2016 exam	5		Under review
Psychology Higher Level	5	4	No specific course
Social and Cultural Anthropology Higher Level	5	6	No specific course
Theatre Higher Level 2016 exam	5	3	Under review
Visual Arts 2016 exam	5	6	Under review

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

Ed.D. in Educational Leadership for Social Justice, 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. Applicants interested in the doctoral or master's programs must have received a bachelor's or a master's degree from a college or university that has been accredited as a degree-granting institution recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA). The bachelor's or master's degree must have been awarded by the institution where final coursework was completed. School of Education applicants must also have their bachelor's or master's degree awarded from a regionally accredited college or university.

All applicants for a doctoral, master's, and the California Credential programs must supply the following admission materials:

Application for admission plus the application fee (\$50.00) and two official transcripts of all colleges and universities attended. Most programs require additional materials, including standardized test scores, a personal statement, and letters of recommendation. Candidates will be considered for admission, provided all required documents have been received. Further details on the admission procedure, application deadlines, and departmental prerequisites are given in the

section dealing with the respective programs. A student who wishes to apply for admission to a program after the closing date for applications should contact the program director for permission to file an application.

Additional Admission Requirements for International Students

1. International applicants who have completed their postsecondary education from a college or university outside of the U.S. must hold a degree from a university recognized by the Ministry of Education as a degree granting institution in the country where the institution is located. All international applicants must have their transcripts translated and evaluated by a U.S. transcript evaluation service before the application is considered for admission. For 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 must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) unless they received a high school diploma or a bachelor's degree in the United States. Exceptions to this rule may be made for students from countries where English is one of several official languages, as well as at the discretion of the program director or school dean. The minimum TOEFL score for admission into most graduate programs is 100 internet-based (IELTS Overall Band Score of 7) except for programs within the Frank R. Seaver College of Science and Engineering, which require a minimum score of 79 internet-based (IELTS Overall Band Score of 6.5). Please request that ETS send your scores to LMU Graduate Admission. The Institution Code for LMU is 4403.
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 Office for International Students and Scholars (OISS). 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.
7. All international students are required to pay a \$500 commitment deposit, with the caveat that if visas are denied, deposits will be refunded. MBA and EMBA will continue to charge their current rate of \$1000 in commitment.

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, 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.

Application Deferment

Students may defer for up to one year from all programs, after which it will be at the discretion of the program directors. They must submit a compelling written statement as to why they are requesting a deferral. The deferral letter should indicate they understand that scholarship awards are not guaranteed for future terms.

If the program requires a deposit, the student must submit the deposit in order to be considered for deferral.

Reapplication Procedures for a Second Degree

A student who has completed one Master's or credential program and wishes to enter another must file a formal application form with the Graduate Admission Office. A student who has completed a credential program at LMU and wishes to apply for a Master's program must file a formal application form with the Graduate Admission Office. Application fees are waived for all LMU alumni.

Readmission

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

Current Students

Students who do not remain in good academic standing will have a hold placed on their registration for the following semester.

Immunization Record for Graduate Students

New graduate students entering the University who were born after 1956 are required to return a completed Immunization Record to the Student Health Center. 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 the Student Health Center.

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

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.

The Financial Aid Office, located in the Von der Ahe Building, Ste. 270, welcomes visitors from 8:00 a.m. to 5:00 p.m. Monday through Friday. The telephone number is 310.338.2753, and the fax number is 310.338.2793. Visit the Financial Aid Office website at <http://financialaid.lmu.edu> for the most current information on financial assistance.

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.csac.ca.gov/>.

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

Non-degree credential and post-baccalaureate pre-medical students:

Non-degree credential or post-baccalaureate pre-medical students are considered 5th year undergraduates and complete the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>. Students should indicate their grade level on the FAFSA as Teaching Credential (non-degree program) or 5th Year undergraduate. Parent information may be required on the FAFSA.

Continuing Undergraduates:

LMU requires all continuing undergraduates who have received aid in a prior year at LMU to complete the following: the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.ed.gov>.

Visit the financial aid website at <http://www.lmu.edu/financialaid> for deadlines.

General Eligibility

To receive financial aid:

Students must be enrolled in a degree program or eligible non-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 the equivalent of a high school diploma such as a General Education Development (GED) certificate, have completed homeschooling at the secondary level as defined by state law or have completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a home-schooled student to receive a credential for their 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 only eligible for the Federal Pell Grant if they meet other federal requirements.

Students must be U.S. citizens, permanent residents, or other eligible non-citizens and meet other program eligibility requirements to be eligible for federal, state, and University-funded financial aid programs. 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.

Students must make satisfactory academic progress.

Visit the financial aid website at <http://www.lmu.edu/financialaid> for detailed and additional general eligibility requirements.

Financial Aid Communications

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

Maintaining Eligibility for Financial Aid

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, teaching credential and post-baccalaureate students must:

- maintain a minimum semester and cumulative grade point average of 2.00
- if enrolled full-time, complete 67% of attempted hours.

Note: Recipients of Merit scholarships are required to maintain the minimum grade point average detailed on the Merits Scholarship Benefits and Responsibilities webpage at <http://www.lmu.edu/financialaid>.

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 (In Progress) temporarily will not be counted until the final grade is posted. Students must comply with the requirements to convert an I or IP 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 and that course be considered as enrollment of federal financial aid programs.
- 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.

Important: The maximum time frame to complete degree requirements does not override institutional, federal, or state financial aid programs that have a maximum period of eligibility. For example, University funded aid programs and the Cal Grant are available for a maximum of eight semesters. 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 eight semesters (4 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

A student who has received a "SAP Warning" and does not meet the minimum requirements after their next term of enrollment is not eligible to receive financial aid. The student 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.

Unofficial Withdrawal

Students who do not receive a passing grade in any coursework, i.e., all F's or combination of F's and W's may be required to return all or a portion of their financial aid if it is determined that the student stopped attending without notifying the University. Official documentation will be requested to determine when the student last participated in an academically related activity and financial aid will be returned according to federal, state and institutional policies. This may result in the student owing a balance to the University.

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

Financial Aid: 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, tax documents, and student MyTime for both hours worked and approvals 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>.

Academic Scholarships for Transfer Students

Loyola Marymount University offers several academic scholarship programs to recognize and reward the academic accomplishments of our most distinguished entering transfer students. No special application is required for these scholarships. All applicants for admission are automatically considered. Selection is based on academic accomplishment, including GPA. Additional factors may also be considered for particular scholarships.

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 financial need as determined from the FAFSA, cost of attendance and enrollment status.

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. Students must be eligible for the Federal Pell Grant and, like other grants, this grant does not have to be repaid.

Cal Grants eligibility is determined by the California Student Aid Commission. All undergraduates who are residents of California are encouraged to apply. Cal Grants can be applied towards 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 10-15 hours of work 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://www.studentaffairs.lmu.edu/activitieservice/studentleadershipdevelopment/studentworkerprogram>.

Student Employment Services provides employment assistance to the students of Loyola Marymount University including part-time jobs ranging from 10-20 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 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.

LMU Institutional Loans are low interest loans offered to students from private funds provided to the University.

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 Division.

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, Post-baccalaureate or eligible Certificate Program as degree-seeking students at Loyola Marymount University to receive financial aid administered by the Financial Aid Office. Non-degree credential and post-baccalaureate students are considered 5th year undergraduates for the purposes of 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 required by his/her program. Only courses numbered in the 500s, 600s, 5000s, 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 Division, are encouraged to apply by submitting the appropriate application. For additional information pertaining to grants, scholarships, or assistantships, please contact the Director of your graduate program.

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 email 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 is 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.
- Postbaccalaureate and Non-Degree Credential students should refer to the undergraduate section of the Bulletin.

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 Time Frame 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 time frame 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 his or her next term of enrollment, he or she is 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 cancelation of LMU charges, their financial aid funding will also be adjusted. A refund is calculated when a student withdraws from the University, drops out, takes an unapproved leave of absence that will exceed 60 days, is expelled or otherwise does not complete the period of enrollment for which he or she was charged. The financial aid award will be recalculated based on federal refund requirements, and the Controller's Office will be notified. Any resulting charge will be added to the student's account. Any resulting refund, due to a federal financial aid program will be made by LMU for the student.

Fraud

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

Programs of Assistance for Graduate Students

LMU Graduate Division

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

Scholarships

Departmental Graduate Scholarships

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

Some departments may require that students complete the Free Application for Federal Student Aid (FAFSA), in addition to the department's Graduate Scholarship Application, in order to be considered. Information on how to complete the FAFSA 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 Division, along with a one (1) page statement of intent. Please contact the Graduate Division at 310.338.2721 or graduate@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 Division at 310.338.2721 or graduate@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 Division 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>.

Federal Grants

PELL Grant

Non-degree credential students that have not exhausted their undergraduate lifetime PELL Grant eligibility and who qualify for a PELL Grant will be automatically awarded.

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 financial need as determined from the FAFSA, cost of attendance and enrollment status.

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

Federal Direct Unsubsidized Stafford Loans

All students who complete the FAFSA and meet federal eligibility requirements will be offered an Federal Direct Unsubsidized 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.

Federal Direct Parent and Graduate/Professional Student PLUS Loan

The Federal Direct PLUS Loan program 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 a 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 a student has received.

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 Loan borrowing limits as determined by the federal government.

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

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 a student has 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

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://studentaid.ed.gov>.

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@lmu.edu.

The following is information for the 2021-2022 academic year.

Regular Tuition

Undergraduate Full-Time Students

(programs of 12 or more semester hours):

per academic year	\$52,310
per semester	\$26,155

Graduate Tuition per Semester Hour

Doctorate School of Education	\$1,749
EMBA	\$103,000 per program
MBA	\$1,464
Other College of Business Administration Programs	\$1,464
MFA Performance Pedagogy	\$1,398
MS in Accounting	\$1,100
Seaver College of Science and Engineering	\$1,398
School of Film and Television	\$1,398
Marriage and Family Therapy	\$1,398

School of Education	\$1,403
Bellarmino College of Liberal Arts	\$1,327
All Other Graduate Programs	\$1,327

Auditors

cost is approximately 25% of the regular per semester hour cost.

Contact Student Financial Services for more information

studacct@lmu.edu

Special Tuition

Part-Time Undergraduate Students

(Semester hour rate for 11 semester hours or less):

Undergraduate Students

per semester hour \$2,183

Auditors

per semester hour \$548

Post-Baccalaureate Pre-Med

per semester hour \$960

Residence Hall Fees

Housing Processing Fee/Deposit \$450

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, Whelan, and Rosecrans Halls

Fall semester \$5,660

Spring semester \$5,660

McKay Hall

Fall semester \$6,110

Spring semester \$6,110

McCarthy and Rains Halls	
Fall semester	\$6,110
Spring semester	\$6,110
Del Rey North/Del Rey South	
Fall semester	\$5,660
Spring semester	\$5,660
Palm North	
Fall semester	\$5,820
Spring semester	\$5,820
Palm South	
Fall semester	\$7,404
Spring semester	\$6,576

These are standard housing rates. 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. Please refer to your housing license agreement for the applicable rates for special accommodations. Please visit the [Student Housing Office website](#) for more information.

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.

Tenderich Apartments	
Fall semester	\$7,039
Spring semester	\$6,251
Hannon, O'Malley, Leavey 4, Leavey 5, and Leavey 6 Apartments	
Fall semester	\$7,134
Spring semester	\$6,336

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. Each plan contains LION dollars, which are declining balance accounts. The L, I, and O plans also offer LION points per semester.

LION Dollar Plans are not refundable.

Plan L, per academic year	\$4,934
Plan I, per academic year	\$4,480
Plan O, per academic year	\$3,986
Plan N, per academic year	\$3,538

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.

S Dollars are supplemental Lion Dollars that can be purchased anytime during the semester in any increment and are tax-free for all food purchases. Please visit, or contact the OneCard Office at 310.338.2735 for additional information.

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

(These rates are subject to change.)

Other Fees

Admission Application Fee (undergraduate)	\$60 mandatory
Admission Application Fee (graduate)	\$50 mandatory
Tuition Deposit	\$500 mandatory
The commitment deposit is required by all new freshmen and transfer students admitted. This deposit will be applied to tuition and fees charged to the account. Commitment Fees, Graduate (non-refundable)	varies per department
Health Service use per semester, graduate students (optional)	\$TBD

College of Business Administration Graduate Student Association Fee (including MBA, MSA in Accounting, MS in Business Analytics, MS in Management, MS in Systems Engineering, and EMBA), required per semester	\$75
(The CBA graduate student activity fee supports student and alumni social events, professional development, clubs and organizations, and CBAGSA governance activities.)	TBD
New Student Fee (non-refundable mandatory for entering freshmen and transfers)	
Fall entry	\$475
Spring entry	TBD
Registration Fee, per semester (mandatory) assessed each term to all students	\$65
School of Education Comprehensive	
Exam Fee	\$300
School of Education ePortfolio	
(one-time fee)	\$128
School of Education TPA Fee	\$100
Accident Insurance Year (mandatory for 7 or more semester hours)	\$100
Spring Entry Accident Insurance (mandatory for 7 or more semester hours)	\$65
Student Health Insurance (mandatory for 7 or more semester hours, unless proof of coverage provided)	\$2,571
Spring Entry Student Health Insurance (mandatory for 7 or more semester hours, unless proof of coverage provided)	\$1,493
Tuition Refund Insurance	\$309
Student Activity Fee (mandatory for full-time undergraduates)	
per academic year	\$113
part-time enrollment	\$9 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	\$175
Media Fee	

per academic year	\$110
International Student Fee	
per semester	\$65
Graduate Student Activity Fee	
per semester	\$25
Parking Fee	
per semester	\$401

Please visit the LMU Parking and Transportation website at <https://admin.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 40% of the outstanding balance
Credit by Examination	\$75
5-Month Check Mailing Payment Plan Fee per semester	\$150
5-Month Auto-Deduction Payment Plan per semester	\$50
Degree Application Fee	\$145
Directed Teaching Fee, per semester hour:	
Elementary	\$25
Secondary	\$25
Equipment Insurance Fee	\$5
Late Payment Plan Enrollment Fee (per semester)	\$100
Late Payment Fee (monthly)	\$100
Replacement Charge for OneCards	\$20
Returned Check Charge	\$35
Electronic Transcript	\$2.40

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, 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.

2021-2022 Undergraduate Estimated Cost of Attendance

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

Full-time Undergraduate Students	Living On Campus	Living Off Campus, NOT with Parents or Relatives	Living Off Campus with Parents or Relatives
Estimated Tuition and Fees	\$53,067	\$53,067	\$53,067
Estimated Average Room and Board	\$16,474	\$17,253	\$9,081
Estimated Direct Loan Fees	\$70	\$70	\$70
Estimated Parking and Transportation	\$342	\$918	\$999

Estimated Books and Supplies	\$1,125	\$1,125	\$1,125
Estimated Personal Expenses	\$2,637	\$3,843	\$3,276
Total Estimated Cost	\$73,715	\$76,276	\$67,618

Note: Refer to your specific program for actual costs and fees.

Estimate assumptions for illustration: Assumes Lion Dollars O Plan for on-campus residents. (Average apartment rate used for apartment residents.) Actual Financial Aid Budget may vary due to individual variation in enrollment, fees, and personal circumstances.

Summer Tuition Undergraduate	\$1,636	per semester hour
Summer Tuition Doctorate	\$1,749	per semester hour
Summer Tuition Graduate Bellarmine College of Liberal Arts	\$1,327	per semester hour
Summer Tuition MBA and MBA Certificate	\$1,464	per semester hour
Summer Tuition MS in Accounting	\$1,100	per semester hour
Summer Tuition Marriage and Family Therapy	\$1,398	per semester hour
Summer Tuition Graduate Frank R. Seaver College of Science and Engineering	\$1,398	per semester hour
Summer Tuition Graduate School of Film and Television	\$1,398	per semester hour
Summer Tuition Graduate School of Education	\$1,403	per semester hour
Summer Tuition All Other Graduate Programs	\$1,327	per semester hour

Summer Registration Fee	\$65	per session
Parking Fee	\$240	

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 for tuition or fees is returned unpaid from the bank or who has defaulted on payment arrangements.

Financial clearance cannot be granted, and 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.

Health Insurance

The annual Health Insurance fee of \$2,571 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 in 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 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 Office of Student Financial Services by the deadline listed on our website.

International (Visa) students must have health 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, dependent and spousal coverage.

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

Tuition Refund Insurance

LMU has arranged with A.W.G. Dewar, Inc. to provide a Tuition Refund Insurance Plan that will provide coverage for tuition costs if medical problems, including mental health, require withdrawal from school before a semester ends.

All undergraduate students will be automatically enrolled in the Tuition Refund Insurance Plan. The charge for the Plan is \$154.50 per semester and will be included in the first bill of each Fall and Spring semester. The Plan does not cover Summer sessions.

Students who do not wish to participate in the Tuition Refund Insurance Plan can opt out by waiving coverage for the entire academic year through the online Tuition Refund Insurance Plan waiver process beginning July 1. Students need to log on to <http://tuitionprotection.com/lmu> and click on the tuition insurance waiver icon. The deadline for opting out of the Tuition Refund Insurance Plan is August 30, 2020, by 5:00 p.m. PST.

Graduate students who wish to purchase the plan may do so by visiting the Dewar's website at <http://www.collegerefund.com>.

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. This plan is subject to a setup fee of \$50.00 per semester, which will be charged once the student enrolls in the plan.

5 Month--Check Mailing

This payment plan is a semester plan option to all students, undergraduate and graduate, who would like 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 up fee of \$150.00 per semester, which will be charged once the student enrolls in the plan.

TFA and PLACE

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 2021

Withdrawal %	All Students
100% through	Sep. 3, 2021
50% through	Sep. 17, 2021
25% through	Oct. 22 2021
0% on or after	Oct. 23, 2021

Spring 2022

Withdrawal %	All Students
100% through	Jan. 14, 2022
50% through	Jan. 28, 2022
25% through	Mar. 4, 2022
0% on or after	Mar. 5, 2022

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.

Financial Clearance and Issuance of Student Records

A student will not be issued a diploma, certificate of completion, or an official transcript until all accounts, current or otherwise, have been settled in accordance with University requirements. Students with delinquent accounts will also be prohibited from future registration until all balances are resolved to the University's satisfaction.

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 finance-related exit interview requirements, a financial hold will remain in effect until all University debts and related 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.

ACADEMIC DEGREES AND PROGRAMS

University Honors Program Honors Program

- [University Honors Program](#)

LMU Bellarmine College of Liberal Arts

African American Studies

Bachelors

- [African American Studies, B.A.](#)

Minor

- [African American Studies Minor](#)

Asian and Asian American Studies

Bachelors

- [Asian and Pacific Studies, B.A.](#)

Minor

- [Asian and Pacific Studies Minor](#)
- [Asian Pacific American Studies Minor](#)

Bioethics

Graduate Certificate

- [Bioethics Graduate Certificate](#)

Masters

- [Bioethics, M.A.](#)

Minor

- [Bioethics Minor](#)

Catholic Studies

Minor

- [Catholic Studies Minor](#)

Chicana/o and Latina/o Studies

Bachelors

- [Chicana/o and Latina/o Studies, B.A.](#)

Minor

- [Chicana/o and Latina/o Studies Minor](#)

Classics and Archaeology

Bachelors

- [Classics and Archaeology, B.A.](#)

Minor

- [Classics and Archaeology Minor](#)

Economics

Bachelors

- [Economics, B.A.](#)
- [Economics, B.S.](#)

Minor

- [Economics Minor](#)
- [Global Economics Minor](#)

English

Bachelors

- [English, B.A.](#)
- [Journalism, B.A.](#)

Masters

- [English, M.A.](#)

Minor

- [English Minor](#)
- [Journalism Minor](#)
- [Screenwriting Minor for English Majors](#)

Geography

Health and Society

Minor

- [Health and Society Minor](#)

History

Bachelors

- [History, B.A.](#)

Minor

- [History Minor](#)

Humanities (Please note: Not admitting new students at this time)

Bachelors

- [Humanities, B.A.](#)

Irish Studies

Minor

- [Irish Studies Minor](#)

Jewish Studies

Minor

- [Jewish Studies Minor](#)

Liberal Arts

Liberal Studies

Bachelors

- [Liberal Studies, B.A.](#)

Modern Greek Studies

Minor

- [Modern Greek Studies Minor](#)

Modern Languages and Literatures

Bachelors

- [French, B.A.](#)
- [Modern Languages, B.A.](#)
- [Spanish, B.A.](#)

Minor

- [Chinese Minor](#)
- [French Minor](#)
- [German Minor](#)
- [Italian Minor](#)
- [Spanish Minor](#)

Peace and Justice Studies

Minor

- [Peace and Justice Studies Minor](#)

Philosophy

Bachelors

- [Philosophy, B.A.](#)

Masters

- [Philosophy, M.A.](#)

Minor

- [Philosophy Minor](#)

Political Science and International Relations

Bachelors

- [International Relations, B.A.](#)
- [Political Science, B.A.](#)

Minor

- [International Relations Minor](#)
- [Political Science Minor](#)

Psychology

Bachelors

- [Psychology, B.A.](#)

Minor

- [Psychology Minor](#)

Sociology

Bachelors

- [Sociology, B.A.](#)

Minor

- [Sociology Minor](#)

Theological Studies

Bachelors

- [Theology, B.A.](#)

Masters

- [Pastoral Theology, M.A.](#)
- [Theology, M.A.](#)

Minor

- [Theology Minor](#)

Urban and Environmental Studies

Bachelors

- [Urban Studies, B.A.](#)
- [Environmental Studies, B.A.](#)

Minor

- [Urban Studies Minor](#)
- [Environmental Studies Minor](#)

Women's and Gender Studies

Bachelors

- [Women's and Gender Studies, B.A.](#)

Minor

- [Women's and Gender Studies Minor](#)

Yoga Studies

Certificate

- [Yoga Therapy Post-Graduate Certificate](#)

Masters

- [Yoga Studies, M.A.](#)

LMU College of Business Administration

Minor

- [International Business Minor](#)

Accounting

Bachelors

- [Accounting, B.S.A.](#)

Masters

- [Accounting, M.S.A.](#)

Minor

- [Accounting Minor](#)

Finance

Bachelors

- [Finance, B.B.A.](#)

Information Systems and Business Analytics

Bachelors

- [Information Systems and Business Analytics \(ISBA\), Bachelor of Science \(B.S.\) Degree](#)
- [Information Systems and Business Analytics \(ISBA\), Bachelor of Business Administration \(B.B.A.\) Degree](#)

Masters

- [Business Analytics, M.S.](#)

Management

Bachelors

- [Entrepreneurship, B.B.A.](#)
- [Management and Leadership, B.B.A.](#)

Certificate

- [Foundations of Management Certificate](#)

Masters

- [Management, M.S.](#)
- [Entrepreneurship & Sustainable Innovation, M.S.](#)

Marketing and Business Law

Bachelors

- [Marketing, B.B.A.](#)

Minor

- [Business Law Minor](#)

MBA Program

Dual-Degree

- [J.D./M.B.A. Dual Degree Program: Doctor of Jurisprudence and Master of Business Administration Degrees](#)
- [Engineering/MBA Dual Graduate Degree](#)
- [Dual M.S. in Computer Science/Master of Business Administration](#)
- [Dual M.S. in Electrical Engineering/Master of Business Administration](#)
- [Dual M.S. in Environmental Science/Master of Business Administration](#)
- [Dual M.S. in Healthcare Systems Engineering/Master of Business Administration](#)

Masters

- [Business Administration, M.B.A.](#)
- [Executive MBA](#)
- [Master in Global Entrepreneurial Management \(MGEM\) Program](#)

LMU College of Communication and Fine Arts

Art and Art History

Bachelors

- [Art History, B.A.](#)
- [Studio Arts, B.A.](#)

Minor

- [Art History Minor](#)
- [Studio Arts Minor](#)

Communication Studies

Bachelors

- [Communication Studies, B.A.](#)

Minor

- [Public Relations Minor](#)

Interdisciplinary Applied Programs

Marital and Family Therapy

Masters

- [Marital and Family Therapy with Specialized Training in Art Therapy, M.A.](#)

Music

Bachelors

- [Music, B.A.](#)

Minor

- [Music Minor](#)

Theatre Arts and Dance

Bachelors

- [Dance, B.A.](#)
- [Theatre Arts, B.A.](#)

Masters

- [Performance Pedagogy, M.F.A.](#)

Minor

- [Dance Minor](#)
- [Theatre Arts Minor](#)

LMU Frank R. Seaver College of Science and Engineering

Certificate

- [Pre-Medical, Pre-Dental and Pre-Allied Health Post-Baccalaureate Programs](#)

Dual-Degree

- [Engineering/MBA Dual Graduate Degree](#)

Other Programs

- [General Engineering](#)

Biology

Bachelors

- [Biology, B.A.](#)
- [Biology, B.S.](#)

Minor

- [Biology Minor](#)

Chemistry and Biochemistry

Bachelors

- [Biochemistry, B.S.](#)
- [Chemistry, B.S.](#)

Minor

- [Biochemistry Minor](#)
- [Chemistry Minor](#)

Computer Science

Bachelors

- [Computer Science, B.S.](#)

Dual-Degree

- [Dual M.S. in Computer Science/Master of Business Administration](#)

Masters

- [Computer Science, M.S.](#)

Minor

- [Computer Science Minor](#)
- [Interactive, Gaming, and Immersive Media](#)

Civil and Environmental Engineering

Bachelors

- [Civil Engineering, B.S.E.](#)

Certificate

- [Water Quality Management Certificate](#)
- [Water and Wastewater Treatment Certificate](#)
- [Groundwater Management Certificate](#)
- [Sustainability Certificate](#)
- [Climate Change Solutions Certificate](#)
- [Solutions for Sustainable Development, Health, and Equity Certificate](#)

Dual-Degree

- [Dual M.S. in Environmental Science/Master of Business Administration](#)

Masters

- [Civil Engineering, M.S.E.](#)
- [Environmental Science, M.S.](#)

Electrical and Computer Engineering

Bachelors

- [Electrical Engineering, B.S.E.](#)

Dual-Degree

- [Dual M.S.E. in Electrical Engineering/Master of Business Administration](#)

Masters

- [Electrical Engineering, M.S.E.](#)

Minor

- [Electrical Engineering Minor](#)

Environmental Science

Bachelors

- [Environmental Science, B.S.](#)

Minor

- [Environmental Science Minor](#)

Health and Human Sciences

Bachelors

- [Health and Human Sciences, B.S.](#)

Healthcare Systems Engineering

Certificate

- [Lean Healthcare Systems Certificate](#)

Dual-Degree

- [Dual M.S. in Healthcare Systems Engineering/Master of Business Administration](#)

Masters

- [Healthcare Systems Engineering, M.S.](#)

Mathematics

Bachelors

- [Applied Mathematics, B.S.](#)
- [Mathematics, B.A. \(Mathematics Education Emphasis\)](#)
- [Mathematics, B.S.](#)
- [Mathematics, B.A.](#)
- [Statistics and Data Science, B.S.](#)

Masters

- [Mathematics for Teaching, M.A.T.](#)

Minor

- [Mathematics Minor](#)
- [Statistics and Data Science Minor](#)

Mechanical Engineering

Bachelors

- [Mechanical Engineering, B.S.E.](#)

Masters

- [Mechanical Engineering, M.S.E.](#)

Physics

Bachelors

- [Applied Physics, B.S.](#)

- [Physics, B.S.](#)

Minor

- [Physics Minor](#)

Systems Engineering and Engineering Management

Certificate

- [Engineering Project Management Certificate](#)
- [Systems Engineering Certificate](#)
- [Cybersecurity Certificate](#)
- [Computer Science/Software Architecture Certificate](#)
- [Aeronautics and Space Systems Certificate](#)

Masters

- [Systems Engineering, M.S., with an Option for a Technical Focus](#)

LMU School of Education

Educational Leadership

Certificate

- [Catholic School Administration Certificate](#)
- [Certificate in Charter School Leadership \(Online\)](#)
- [Charter/Small School Leadership Certificate](#)

Credential

- [Preliminary Administrative Services Credential](#)

Doctorate

- [Educational Leadership for Social Justice, Ed.D.](#)

Masters

- [Catholic School Administration, M.A. - Hiatus](#)
- [Higher Education Administration, M.A.](#)
- [School Administration, M.A.](#)
- [Educational Leadership, M.A.](#)

Specialized Programs in Professional Psychology

Certificate

- [Child Welfare Attendance Supplemental Authorization Certification \(CWA\)](#)

Education Specialist

- [School Psychology, Ed.S. with Educational Psychology, M.A. and Pupil Personnel Services Credential, P.P.S. \(eligible\)](#)

Masters

- [Counseling, M.A.](#)
- [Guidance Counseling, M.A.](#)
- [School Counseling, M.A. with Pupil Personnel Services Credential, P.P.S.](#)

Teaching and Learning

Certificate

- [Reading and Literacy Added Authorization](#)
- [Bilingual Authorization](#)

- [Teaching English to Speakers of Other Languages \(TESOL\) Certificate](#)
- [Inclusive Education Certificate](#)

Credential

- [Undergraduate Teacher Preparation--Elementary Education](#)
- [Undergraduate Teacher Preparation--Secondary Education](#)
- [Undergraduate Teacher Preparation--Special Education](#)
- [Preliminary Multiple Subject Credential Intern Pathway Program](#)
- [Preliminary Education Specialist Credential Intern Pathway Program](#)
- [Preliminary Single Subject Credential Intern Pathway Program](#)
- [Undergraduate Teacher Preparation - Bilingual Authorization](#)

Masters

- [ON HIATUS - Bilingual Education, M.A. with a Preliminary 2042 Multiple Subjects Credential and Bilingual Authorization](#)
- [Bilingual Education, M.A. with a Preliminary Secondary Credential and Bilingual Authorization \(On Hiatus\)](#)
- [Educational Studies, M.A.](#)
- [Special Education, M.A. with a Preliminary Education Specialist Credential--Traditional Program](#)
- [Elementary Education, M.A. with a Preliminary Multiple Subjects Credential](#)
- [Secondary Education, M.A. with a Preliminary Single Subject Credential](#)
- [Urban Education, M.A.](#)
- [Educational Studies Integrated 4+1, M.A.](#)
- [Special Education, M.A. - Intern Program](#)

Minor

- [Special Education Minor](#)
- [Education Minor](#)

LMU School of Film and Television

Animation

Bachelors

- [Animation, B.A.](#)

Minor

- [Animation Minor](#)
- [Interactive, Gaming, and Immersive Media](#)

Film and Television Arts and Enterprises

Film, Television, and Media Studies

Bachelors

- [Film, Television, and Media Studies, B.A.](#)

Minor

- [Film, Television, and Media Studies Minor](#)

Film and Television Studies

Film and Television Production

Bachelors

- [Film and Television Production, B.A.](#)

Masters

- [Film and Television Production, M.F.A.](#)

Minor

- [International Documentary Production Minor](#)

Recording Arts

Bachelors

- [Recording Arts, B.A.](#)

Screenwriting

Bachelors

- [Screenwriting, B.A.](#)

Masters

- [Writing and Producing for Television, M.F.A.](#)
- [Writing for the Screen, M.F.A.](#)

Minor

- [Screenwriting Minor](#)

Aerospace Studies

Center for Undergraduate Teacher Preparation

Emphasis

- [Secondary Teacher Preparation Program for English](#)
- [Secondary Teacher Preparation Program in Social Science \(History\)](#)
- [Secondary Teacher Preparation Program in Social Science \(Political Science\)](#)
- [Secondary Teacher Preparation in Art](#)
- [Teacher Preparation Programs in Biology, Chemistry, and Mathematics](#)
- [Secondary Teacher Preparation Program for Spanish](#)

LMU Extension

Bachelors

- [Theology, B.A.](#)

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 University 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 University 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 degree audit adjustment form (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, of 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.

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. 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 University 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 written 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. Academic probation does not prohibit the student from returning as an enrolled student for the subsequent semester, nor does it necessarily prohibit the student from participating in University-sanctioned events. However, 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 email 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 Enrollment, defined as taking courses during regular sessions (fall and spring terms) for credit at LMU and, at the same time, at another institution is not permitted and no credit will be awarded. During LMU's summer term(s), students may concurrently enroll at LMU and at another institution.

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: Lower division undergraduate courses with degree-granting credit
- 3000-4999: 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: 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.
- 9000-9999: LMU Extension courses with 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. 1000- and 2000-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.

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 up to eight semester hours per session; six semester hours is considered full-time for summer.

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.

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 14 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

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). To satisfy a Core requirement (other than a flag requirement), a course must be completed with a grade of C- or better. To satisfy a flag requirement, a course must be completed with a grade of D or better.
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. At least 30 of the last 36 semester hours for the bachelor's degree must be taken in residence at LMU. At least two-thirds of the upper division semester hours of the major must be taken in residence at LMU, unless, for programmatic purposes, the Dean and the Chair of the major department deem an exception appropriate.
5. Fulfill the academic regulations printed in the University 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.
6. Fulfill the requirements specified in Baccalaureate Graduation Requirements and Degree Conferral.

Baccalaureate Graduation Requirements and Degree Conferral

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:

1. 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.

2. 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.
3. 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 bachelor's degree prior to commencing the second bachelor's program.
2. An LMU student may not be enrolled in a primary degree program and concurrently begin a second bachelor's program.
3. The major program of the second bachelor's degree 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 bachelor's 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 semester 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, 600, 5000, and 6000 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.
3. 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.

4. Fulfill the requirements specified in Graduate Graduation Requirements and Degree Conferral.

Graduate Graduation Requirements and Degree Conferral

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:

- 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.
- 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.
- 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 obligations to the University.

Double Credit

Undergraduate

- A minor consists of at least 15 units. A course may fulfill a requirement for both a major and a minor. However, a student must complete a minimum of 6 units in a minor that are not counting towards any other program in which the student is enrolled. A course may count for more than one major program when the programs require the specific course.

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 Standing

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 semester hours 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

The final course grade is how a faculty member communicates to the student and the University about a student's overall achievement in the course. Final course grades are not negotiable. Any grade appeal should therefore be limited to procedural issues, such as a computational error or a failure to follow grading policies as set forth in the course syllabus.

Any student who wishes to appeal a final course grade must first discuss the matter with the faculty member, preferably in a face to face meeting. The grade appeal must be initiated by the student prior to the end of the third week of instruction in the semester subsequent to the term in which the disputed grade was earned.

As part of the appeal, students should provide all graded assignments to the faculty member and also refer to the course syllabus so that they are prepared to discuss all aspects of the grade. The course syllabus will serve as the guideline for this discussion. If the faculty member agrees that an error was made, the faculty member will file a Correction of Grade form and the grade appeal process concludes.

If the dispute is not resolved between the student and the instructor, the student may appeal to the Department Chair in which the subject area resides. If the course is a First Year Seminar or Rhetorical Arts class, the Core Director acts as the Department Chair for the purposes of this policy. The Department Chair/Core Director will discuss the case with the faculty member and student in an attempt to resolve the dispute.

If the dispute is not resolved at the department level, the student may file a written appeal to an Associate Dean in the School/College of the subject area or to the Associate Provost for Undergraduate Education in the case of First Year Seminars and Rhetorical Arts classes. The written appeal must be submitted prior to the end of the sixth week of classes. The Associate Dean/Associate Provost, upon receipt of the written appeal, may appoint a committee of three faculty members to investigate the matter and make a recommendation to the Dean/ Associate Provost. The Dean/ Associate Provost will normally follow the recommendation of the committee; however, the decision of the Dean/Associate Provost is final. The Dean/Associate Provost will inform the student, the faculty member, and the Department Chair/Core Director of the decision in writing.

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
CR	Credit--Equivalent to grade of B or higher
NC	No Credit--Equivalent to grade of B- or lower
NR	Not reported by instructor
AU	Audit

- I** Work incomplete
- IP** Work in progress (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	C+	2.3 grade points
A-	3.7 grade points	C	2.0 grade points
B+	3.3 grade points	C-	1.7 grade points
B	3.0 grade points	D	1.0 grade points
B-	2.7 grade points	F	0.0 grade points

The 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, I, IP, and W have no point value and are not used in calculating the grade point average.

Change of Grades

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

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

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.

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 email 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 Degree Works or the University transcript. Students who receive a mid-term deficiency are advised to speak to the instructor and/or their advisor.

Leave of Absence/Withdrawal

Leave of Absence (LOA)

A Leave of Absence (LOA) may be granted to a student who applies for a temporary break from studies for up to two years or four semesters. A student on a processed LOA retains their admitted status; however, they do not have the rights and privileges of registered students as they are currently not attending classes. A student on a LOA may complete course work for which the grade of Incomplete was submitted in the prior term and must comply with the policies, including all deadlines, concerning a grade of Incomplete.

Withdrawal (WD)

A Withdrawal (WD) from the University is the permanent termination of the academic program, course of study, and the rights and privileges offered to currently registered students. A student who wishes to return to the University must reapply to the appropriate Admissions Office. A student who withdraws is responsible for outstanding financial obligations with the University. A student who used deferred payment plans to secure student loans during their attendance at the University must clear their financial obligations with the Financial Aid and Student Financial Services Offices. A student who has unpaid bills or other unsettled financial obligations with the University and is not current with payments will not receive academic transcripts.

Choosing to Withdraw or Take a Leave of Absence

A student has four options when considering a LOA or WD from the University:

1. **For a LOA or WD 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's transcript. The student must then fill out the LOA/Withdrawal form available on the Office of the Registrar website.
2. **For a LOA or WD in a semester for which final grades have been posted and for a student who has registered for a subsequent semester**, see #1 above. For a student who has had no subsequent registration(s), the student must complete the LOA/Withdrawal form indicating the LOA or WD is effective at the end of the term that has just finished. The LOA/Withdrawal form is available on the Office of the Registrar website.
3. **For a LOA or WD in a semester which has already begun but it is not past the last day 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. In addition, the student must fill out the LOA/Withdrawal form available on the Office of the Registrar website.
4. **For a LOA or WD after the last day to withdraw from all courses within a semester as published in the Academic Calendar**, due to an illness or emergency, a student may petition for a LOA or WD through the Dean of Student's Office. Prior to petitioning for a LOA or WD, the student must:
 - a. Consult with their Dean's Office, Financial Aid, Student Financial Services, and Student Housing (for residential students).
 - b. An international student must consult with the Office of International Students and Scholars to ensure that visa requirements will be satisfied.

- c. In regards to a petition due to an illness, appropriate documentation is required to support the student's petition to take a LOA or WD. The medical and/or mental health documentation must be current and provide information as to the health-related concern that prevents the student from completing the semester. Documentation must be from a licensed professional, such as a medical doctor, physician's assistant, nurse practitioner, psychologist, psychiatrist, or social worker. All documentation should be sent to the Dean of Student's Office and include the following information:
- d. For an emergency petition, the student must make an appointment to meet with the Dean of Students (or designee). A petition for an emergency LOA could include, but is not limited to, instances such as family illness or death, natural disaster, and military deployment. Leaves of Absence for emergency purposes, other than military deployment, are granted at the discretion of the Dean of Students.
- e. To process this information in a timely manner, the student should submit a Release of Information (ROI) to the Dean of Students (or designee) allowing the Dean of Students (or designee) and the Student Health Services and/or Student Psychological Services, hereafter referred to as the Appropriate Health Service, to review the documentation.
- f. The Dean of Students (or designee) may confer with the directors of the Student Health Service and/or Student Psychological Service to request a diagnostic explanation(s) and/or to confirm the appropriateness of the medical or mental health information.
- g. The Dean of Student's Office is responsible for granting and communicating in writing to the student regarding the petition for LOA or WD after the last day in the semester, as published in the Academic Calendar, and developing individualized recommendations for the student to guide them while on leave and to better prepare them to return to university life. Upon receiving a recommendation for LOA or WD, the student must complete and submit the LOA/WD form available on the Office of the Registrar website.
- h. If the petition is approved for a LOA after the last day in the semester, ALL courses will remain on the student's transcript and receive a grade of W.
- i. If the petition is not approved, the student may request an appeal within five business days of the written decision to the Dean of Students. The Dean of Students may request additional information from the student. The decision of the Dean of Students is final.
- j. If the petition is not approved and the student does not appeal or complete all coursework, the grade earned in the class will be recorded on the student's transcript.
- k. A student granted a LOA or WD after the last day in the semester to withdraw, as published in the Academic Calendar, should check with their Dean's Office, Financial Aid, Student Financial Services, and Student Housing regarding financial obligations.
- l. A Dean of Student's hold will be placed on the student's record once the petition is granted.
- m. The extension of University-sponsored student health insurance may be available during a leave of absence. Consult the student health insurance webpage for more information.

Returning from a Leave of Absence

When returning from a LOA and prior to registering:

1. A student must fill out the Return from LOA form available on the Office of the Registrar website.
2. A student must contact the Chair of his or her academic department or Dean's Office to inform the department of his or her intent to return and the expected semester of return. The student must meet with their Dean's Office prior to registering for classes.
3. The student must meet all financial aid deadlines for the academic year of his or her expected return and clear any financial holds.
4. The student should check PROWL for any other holds on their account that need to be addressed, and contact the appropriate office for assistance in their removal.
5. If the student wishes to reside on campus, the student must contact the Student Housing Office and submit all the necessary forms to apply for housing and meet all deadlines.
6. A student with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disability Amendments Act (ADAA) of 2008. The student is responsible for communicating his or her requests for academic accommodations to the Office of Disability Support Services.
7. A student returning from an approved LOA after the last day in the semester to withdraw from classes must also submit a return to academic studies letter to the Dean of Students and his or her academic Dean's office. This letter should outline how the student's LOA was spent and must include a personal assessment for their readiness to return. The student will then meet with a representative from the Dean of Student's Office to discuss and offer recommendations for further support. Recommendations for support will be made in writing to the student by the Dean of Student's Office after the meeting with the student. This meeting must occur by January 1 for consideration for Spring semester return, May 1 for Summer session return, and August 1 for Fall semester return.

I. Statement of Policy

A. The LMU Academic Honesty Policy

Loyola Marymount University is a community dedicated to academic excellence. Academic honesty in scholarship and creative work stands at the center of LMU's academic life, and is essential for true learning and creation of knowledge to take place. As a university in the Jesuit and Marymount traditions, this community expects its members to act in accordance with the highest standards of honesty and ethics at all times. Violations of academic honesty undermine the fundamental educational mission of the University and cannot be tolerated. Students are responsible for understanding the standards of academic honesty and determining how they apply to their academic work and behavior. Students are responsible for contacting their instructor(s) before assignments are due to proactively resolve any questions they may have.

B. Definitions of Academic Honesty and Dishonesty

Academic honesty requires that all members of the LMU community act with integrity, respect their own intellectual and creative work as well as that of others, acknowledge sources

consistently and completely, act honestly during exams and on assignments, and report results accurately.

Academic dishonesty is any violation of the standards of academic honesty. Examples of academic dishonesty are defined below. These examples are intended to provide guidance but not to constitute an exhaustive list of the forms that academic dishonesty might take.

Examples of academic dishonesty: Academic dishonesty may include, but is not limited to, the following examples:

1. Plagiarism

- a. Presentation or appropriation of another's ideas, words, images, work, materials, results, etc. as one's own, including but not limited to: omission or improper use of citations; copying another's work without attribution.
- b. Inappropriate use of an Internet or digital source, including but not limited to: inappropriate copying in whole or part; submission of a paper or other work, or any part thereof, obtained via the Internet or a digital source, as one's own work; inappropriate sampling of images or sound; the use of online solutions typically made available as instructor resources for a course.
- c. Unauthorized presentation or partial or complete resubmission of one's own previous academic work for additional academic credit.

2. Fraud

- a. Representing oneself as another person in relation to an academic assignment or course, or allowing another to represent oneself in relation to an academic assignment or course. For example, signing an attendance sheet in class or at an extracurricular event on behalf of an absent student, representing oneself as someone else in the context of an online course, or permitting another person to complete an assignment or take an examination on one's behalf in the context of an online course.
- b. Presenting forged signatures or documents as authentic.
- c. Altering or fabricating data.
- d. Submitting false or fabricated citations.

3. Cheating and Facilitating Cheating

- a. Possession, distribution, and/or use of materials or technology for the purpose of cheating or facilitating cheating.
- b. Coercing or attempting to coerce a classmate to facilitate cheating.
- c. Using resources and materials prohibited by the Instructor.
- d. Collaboration on coursework that violates an Instructor's stated policies or instruction.
- e. Misrepresenting contributions to group projects.

4. Unauthorized Access to or Alteration of Privileged and Proprietary Information

- a. Unauthorized access to and/or use of privileged University documents, files, or information and/or alteration thereof by electronic or any other means.
- b. Unauthorized access to and/or use of proprietary information. For example, the unauthorized dissemination of research prior to publication.
- c. Unauthorized access to and/or use of University course resources and materials. For example, distributing any course materials (syllabus, assignments, exams, etc.) without explicit permission from the instructor.

5. Other Academic Dishonesty

- a. Acts of academic sabotage. For example, the purposeful theft, vandalism, or unauthorized access of library books, academic records, equipment, or materials, or the theft or destruction of other Students' work.
- b. Any other means of violating the standards of academic honesty set out above, existing or yet to be invented.

C. Student Protections

1. The burden shall be upon the Instructor to provide evidence that it is more probable than not that the Student has committed the alleged academic honesty violation.
2. A Student has the right to appeal the Instructor's decision concerning an allegation of academic dishonesty.
3. Access to materials, files, and records alleging and documenting a student's violation of the Academic Honesty Policy will only be authorized for disclosure to individuals necessary for the processing of the Academic Honesty Policy violation (such as the Student, Instructor, Chair, Dean, Provost, Academic Honesty Review Committee).

D. Instructor Protections

1. Instructors are expected to apply academic integrity standards consistently across all of their students in all of their classes and pursue all cases of academic dishonesty.
2. Instructors may attempt to stop suspected cheating in progress when appropriate (for example, during and examination). Instructors must then follow the procedure outlined in this policy prior to imposition of any academic dishonesty sanction.
3. For each incident of academic dishonesty, a record identifier that does not identify the student is generated that the Instructor may make reference to or include in retention, merit, rank, and promotion decisions (if applicable).
4. Should an instructor require legal assistance during any proceedings related to the charge of academic dishonesty, having followed the procedures outlined in the Policy, LMU will provide the faculty member with the assistance of University counsel. In addition, it is recognized that faculty have the right to be indemnified for all necessary expenditures or losses incurred in direct consequence of the discharge of their duties under California Labor Code section 2802.

E. Sanctions

Factors to be considered in applying sanctions for determinations of academic dishonesty under this policy shall include the nature and severity of the violation and whether there is a pattern of violations. Sanctions for violations of the Academic Honesty Policy may include the following:

1. **Instructor-Imposed Sanction.** Imposed at the sole discretion of the Instructor of record and may include (but is not limited to): a requirement to re-do the assignment; a reduced or failing grade on an assignment, or part of an assignment; a reduced or failing grade in the course. If the Instructor imposes a failing grade sanction in the course, a failing grade will appear on the transcript. This will occur even in the case of subsequent student withdrawal from the course after the initiation of the Procedures of the Academic Honesty Policy (i.e. the initial Instructor email to the Student).
2. **Academic probation.** Academic probation constitutes a serious warning to the students that their academic performance is unsatisfactory and continued failure to improve the record may result in being disqualified from the University. Academic probation does not prohibit the Student from returning as an enrolled student for the subsequent semester, nor does it necessarily prohibit the Student from participating in University sanctioned events. However, the Dean or Director may impose restrictions on students on probation regarding the program of study and participation in extracurricular activities at LMU.
3. **Suspension from the University.** The sanction of suspension requires recommendation by the APRC and approval of the Provost.
4. **Dismissal from the University.** The sanction of dismissal requires recommendation by the AHRC and approval of the Provost.
5. **First violation.** In addition to the sanction imposed by the Instructor of record, each student should receive a written warning, from the Provost, that a second violation will result in further sanctions, which may include required participation in educational programs, academic probation, suspension or dismissal from the University. This statement should be included in the correspondence sent by the Provost to the Student in all cases where the Student has been found to be in violation of the Academic Honesty Policy, including cases in which the Student did not appeal as well as those in which the Student did file an appeal.
6. **Second violation.** The presumptive sanction for a second violation is suspension (academic disqualification) for at least one semester. However, the AHRC may consider mitigating factors to reduce the sanction to academic probation for one academic year or two consecutive semesters. At the second violation, the Student shall receive written warning that any further violation will result in further sanctions including suspension (academic disqualification) or dismissal from the University. Mitigating factors may include but are not limited to:
 1. The violations occurred so close together in time that the Student did not have a reasonable opportunity to learn from their mistake by developing a better understanding of LMU's Academic Honesty Policy.
 2. One or both violations were relatively minor.
7. **Third violation.** The presumptive sanction for a third violation is dismissal from the University. The AHRC, however, may consider mitigating factors to reduce the sanction to suspension (academic disqualification) for, at minimum, one semester (for those cases where the Student received academic probation for the second violation) or for an entire academic year (for those cases in which the Student received suspension for previous violations). In those cases in which the Student is suspended as a result of a the third violation, the Student will receive written warning that any further violation will result in dismissal from the University.

II. Definitions

1. *Academic disqualification* (suspension): Suspension entails the separation of the Student from the University for a stated period of time with an opportunity for reinstatement consideration. While suspended, the Student is ineligible for and shall not participate in any University sponsored activities and may be prohibited from a presence on campus and University premises. Suspended time will not count against any time limits of graduate schools or programs for completion of a graduate degree. Any alteration, deferral, or suspension of this sanction may be subject to conditions.
2. *Academic Honesty Violations Form*: the official form on which the Instructor reports a violation of academic honesty and identifies sanction to be imposed as well as outcome of meeting with the Student. The Instructor and the Student both sign.
3. *AHRC*: Academic Honesty Review Committee, the body that provides a ruling to the Provost concerning appeals and other matters related to violations of the Academic Honesty Policy.
4. *Academic probation*: Academic probation constitutes a serious warning to the Students that their academic performance is unsatisfactory and continued failure to improve the record may result in being disqualified (suspended) from the University. Academic probation does not prohibit the Student from returning as an enrolled student for the subsequent semester, nor does it necessarily prohibit the Student from participating in University sanctioned events. However, the Dean or Director may impose restrictions on students on probation regarding the program of study and participation in extracurricular activities at LMU.
5. *Day*: a regular University business day. It shall not include Saturdays, Sundays, or administrative holidays.
6. *Dismissal*: the permanent separation of the Student from the University. Permanent notification may appear on the Student's transcript. The Student will also not be permitted on campus or University premises. Any alteration, deferral, or suspension of this sanction may be subject to conditions.
7. *Institution/University*: Loyola Marymount University
8. *Instructor*: any LMU faculty member, librarian, or other individual authorized to evaluate students' academic work.
9. *NR*: Not Reported. In the event a course grade has been awarded or is due (i.e. the case of a student withdrawal or the end of the semester), "NR" will be used as a placeholder on the transcript of the Student until the academic honesty violation has been resolved. This will be performed by the Registrar at the direction of the Provost.
10. *Policy*: The Academic Honesty Policy.
11. *Provost*: The Provost or the Provost's designees for managing the day-to-day operations of the Academic Honesty Policy.
12. *Record/Student Record*: The permanent documentation kept by the University concerning the Student's matriculation and performance. Files are all relevant physical or digital documentation of a case.
13. *Violation*: A determined violation of the University's Academic Honesty Policy.
14. *Will and shall*: The terms "will" and "shall" are used in the imperative sense. The term "may" is used in the permissive sense.

III. Procedures

A. Process

1. An Instructor who has reason to believe that a student has violated the Academic Honesty Policy will inform the Student of the suspected academic dishonesty in an email sent to the Student's LMU email address (with a copy to the Instructor's Supervisor) within five days of discovering evidence of the academic dishonesty. This message should include a statement of the nature of the suspected violation, the evidence supporting the suspected violation and a deadline of five days for the Student to respond by email. Because at this point in the process there is only a suspicion or allegation of a policy violation, no determination has been made and there should not be any mention of a prospective sanction in the message. The communication should also include a request to meet (or confer) with the Student within five days after the student's response to the email.
2. The Instructor's meeting with the Student shall take place after receipt of the Student's email reply and provides an opportunity for the Instructor and the Student to discuss the suspected academic honesty violation, the evidence, and the prospective sanction (e.g., a failing grade on an assignment or a failing grade in a course), and any concerns the Student may have.
 - a. If the Instructor determines that no violation of the Academic Honesty Policy has occurred, no further action or steps will be taken. The Instructor will notify the Supervisor of the determination.
 - b. If the Instructor determines that a violation of the Academic Honesty Policy has occurred, a sanction within the purview of the Instructor will be imposed. A completed Academic Honesty Violation Form (with supporting evidence) will be forwarded to the Provost (with a copy to the Instructor's Supervisor and to the Student).
3. If the Student does not respond to the initial email from the Instructor within five days, a determination shall be made by the Instructor and if a determination of an Academic Honesty Policy violation is made, a sanction within the purview of the Instructor will be imposed. A completed Academic Honesty Violation Form with the supporting evidence will be forwarded to the Provost (with a copy to the Instructor's Supervisor and to the Student).
4. The Student may submit an appeal of the Academic Honesty Policy violation determination and/or sanction within five days of the Instructor's emailing of the Academic Honesty Violation Form.
 - a. If no appeal is filed, then the Academic Honesty Policy violation determination becomes final. The Provost will file the paperwork, with a copy to the Student's Dean's Office, and apply the sanction determined by the Instructor. This terminates the process.
 - b. If the Student files an appeal, then the grade on the relevant assignment, or in the course, will be converted to "NR" within five days of receipt of the appeal, and remain as such until the final resolution of the appeal process.
 - c. In the case of a Student appeal, the Provost will submit the case to the AHRC for reconsideration and will notify the Student and Instructor thereof.
5. When a determination becomes final, the Provost shall review the Student's record to determine if there is a prior history or pattern of academic dishonesty. For cases in which the Provost determines that such a history or pattern exists and therefore the Student's record and pattern of behavior warrants further review, the Provost will submit the Student's record of proceedings under the Academic Honesty Policy to the Academic Honesty Review Committee (AHRC) for consideration of additional action and will so notify the Student thereof.
6. If the AHRC determines that a violation merits a different result or sanction (in cases of appeal) or that the Student's pattern of behavior warrants an additional sanction, up to and including the Student's suspension or dismissal (in cases where the Provost requests further review), it

shall communicate its decision to the Student and to the Provost within 15 days of the Provost's request for consideration.

- a. In cases of a ruling for additional sanction based on a pattern of behavior, the Student has 10 days to respond to the AHRC ruling; the response shall be submitted directly to the Provost.
 - b. The Provost shall make the final decision within 5 days after the window for the Student's response to the AHRC ruling closes. Upon making the final decision, Provost shall add appropriate documentation to the Student's record, with a copy to the Student's Dean's Office, and apply the sanction. The Provost's decision is final and terminates the process.
7. All deadlines apply during the semester - that is, from the first day of classes to five days after final grades are due. Attempts will be made to conclude pending cases in May before the end of the academic year. All unresolved cases will be considered and determined in the next regular semester.
 8. A Student charged with an Academic Honesty Policy violation prior to graduation may not receive a diploma/degree until any pertinent proceedings regarding that Student have been completed. A student who has been suspended cannot graduate unless and until he/she is reinstated.
 9. The Provost's office will provide an annual report, without identifying Students, detailing the number and type of violations reported in different areas of the LMU community, as well as the number and type of AHRC rulings and Provost decisions, if applicable.

B. Appeals

1. A Student has the right to appeal the Instructor's decision concerning an allegation of academic dishonesty.
2. A Student may appeal on one or more of the following grounds:
 - a. The violation determination is not supported by substantial evidence.
 - b. New relevant evidence is available.
 - c. The sanction is substantially disproportionate to the offense.
 - d. The procedures detailed in this document were not materially followed, resulting in significant disadvantage or prejudice to the Student.
3. The Student must make his or her appeal in writing no later than five days following the Instructor's emailing of the Academic Honesty Violation Form to the Student.
4. All appeals must be submitted by email to the Provost (with a copy to the Instructor and the Instructor's Supervisor).
5. The Provost will inform the Instructor of the receipt of an appeal request within five days, and will submit the appeal request to the AHRC. At the request of the AHRC, the Instructor will be given the opportunity to provide additional evidence or argument should the Student present new arguments or evidence. The Student shall have a right to know of and respond to the AHRC respecting any new or additional evidence or argument provided by the Instructor to the AHRC.
6. The AHRC shall determine whether or not the evidence supports the allegation, if so, whether the sanction is appropriate taking into account all available evidence related to the academic dishonesty as well as, during the sanctions deliberations, any evidence provided by the Provost regarding any prior offenses, and whether the correct procedures were followed.
7. The AHRC will communicate its findings and ruling to the Provost.

8. In cases of an AHRC ruling for suspension or dismissal, the Student has 10 days to respond to the AHRC ruling about the propriety of the sanction; the response shall be submitted directly to the Provost.
9. The Provost shall make the final decision, in light of the recommendation of the AHRC and after consideration of any submission from the Student, and will communicate this decision to the Student and Instructor, with a copy to the Student's Dean's Office. The Provost's decision is final and terminates the process.

C. Documentation: Files and Records

1. A digital copy of the Academic Honesty Violation Form, with supporting evidence, will remain on file in the Provost's Office.
2. Records will have a protected status, with access only as authorized by law and permitted by the Provost.

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 nonforcible 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)
- Email address(es)
- Telephone numbers
- Date and place of birth
- Fields 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
- Class-related information necessary for classroom/student collaboration
- 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), email 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 Academic Calendar. 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 University Bulletin. 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.

Loyola Marymount University will transfer credits listed on the Joint Services Transcript with ACE recommendations of lower- or upper-division as elective credit. Courses whose recommendations are listed as vocational credit will not transfer. LMU will transfer a maximum of 20 credits from the JST for elective credit only. JST credits will be included in the student's total number of transferable units and will count towards the following maximums: 60 semester hours for undergraduate course work from community colleges, or 90 semester hours allowed for undergraduate course work from four-year institutions.

Repeat Courses

Certain courses such as special studies and performance courses are repeatable for credit. Please consult the University 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 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 18 semester hours up until the second week prior to the first week of classes. Beginning the second 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 registration adjustment form 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 transcript print date. Work in progress is noted on the transcript. Transcripts will not be issued when a student has outstanding financial obligations to the University. 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 submit a Transfer Credit Review form to the Office of the Registrar prior to enrollment. The Office of the Registrar will review the course(s) for general transferability and possible fulfillment of a Core requirement. Courses taken with the intention of fulfilling a major or minor requirement must also be reviewed and approved by the Associate Dean of the student's College or School prior to enrollment in such courses. 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.

LMU degree-seeking students may not enroll at another institution while enrolled at LMU with the purpose of transferring credits. This is known as [Concurrent Enrollment](#). Requests to transfer courses taken at another institution while enrolled at LMU will be denied.

Open-learning courses will only be transferred as elective credit. Courses completed through an open-learning program cannot be used to fulfill Core, Major, Minor, Concentration or requirements other than elective credit.

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://registrar.lmu.edu/services/veteranandmilitaryeducationbenefits/>.

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 students 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.

University Core Curriculum

- [Philosophy and Goals of the Core Curriculum](#)
- [Core Learning Outcomes](#)
- [Developmental Pattern of the Core](#)
- [Summary of the Area Requirements of the 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 (Year 1)
Rhetorical Arts (Year 1)
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.

Academic Awards and Commencement Honors

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 is 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.

Eta Sigma Phi Classics Society

Established at the University of Chicago in 1914, Eta Sigma Phi became recognized as a national honors society in 1924. The LMU chapter was established in 2007. Eta Sigma Phi is the national honorary collegiate society for students of Latin and/or Greek intended to develop interest in classical study among the students of colleges and universities and promote closer relationships among students who are interested in classical study.

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.

Omicron Delta Epsilon Economics Society

Omicron Delta Epsilon is an international honor society for economics that was created in 1963 through the merger of two honor societies, Omicron Delta Gamma and Omicron Chi Epsilon. The LMU chapter was established in 1990. This society recognizes scholastic attainment and honor outstanding achievements in economics and intends to establish of closer ties between students and faculty in economics within colleges and universities.

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 Hispanic 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 Religious Studies 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 the Bellarmine College of Liberal Arts (The Erlandson Award), the College of Business Administration, the College of Communication and Fine Arts, the Frank R. Seaver College of Science and Engineering, the School of Education, 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 (Biochemistry and Chemistry)

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 a graduate student.

Awards for Academic Excellence in History

These awards are given to top graduating History seniors, as nominated by department faculty, for distinguished academic achievement in the field of History.

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., Art and Art History 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.

Sr. Martin Byrne Award in Business Administration

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 Political Science 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 Scholarship Key

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

The Dockweiler Gold Medal for History

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.

Garvin Marketing Scholarship

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

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 Graham Alumni Award

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.

Greek Scholar of the Year

History Department Chair's Award for Non-Majors

Awarded to a graduating non-History major who has performed outstanding service to the Department of History.

The Carl G. Kadner Biology Award

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

Kalbfleisch Award in Physics

The George R. Kalbfleisch Endowed Award in Physics is presented to the top graduating senior in honor of their exceptional academic achievement in the program.

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.

The Marie Anne Mayeski Award in Theological Studies

Given to a graduating senior in Theological Studies who exemplifies the love of learning and the desire for God, and who has integrated theology into his or her life through research and writing, service, the promotion of justice, and leadership.

Noyce Scholars

Awarded to STEM majors selected to participate in the Noyce program which provides the skills and support they need to become effective Math and Science teachers in K-12 schools.

The John O'Neill, S.J., Department of Classics and Archaeology Award

Presented to the graduating senior who has demonstrated the highest degree of academic achievement, based on GPA and the rigor of his/her individual program.

Dr. Thomas D. Pitts Biology 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.

Fr. Richard Rolfs, S.J., Award

This award is given to an outstanding History major who embodies Fr. Rolfs' commitment to excellence both in the classroom and our LMU community.

Paul Salamunovich Choral Excellence Award

Presented to a graduating senior from the LMU choruses who, during his or her tenure in the choruses, has exhibited musical leadership and exemplary dedication to the choral art.

The Alan Seydoux Memorial Biology 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.

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 European History Award

Presented by the Basil P. Caloyeras Center for Modern Greek Studies to the graduating senior who has demonstrated excellence in European history.

Anthony F. Turhollow Award for Distinguished Leadership

Awarded to the graduating senior who has performed outstanding service to the Department of History.

The Wall Street Journal Student Achievement Economics 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

University Honors Program

All University Colleges

Director

Trevor Zink

Associate Director

John David N. Dionisio

Faculty Advisor

Andrew Dilts, Ph.D.

Senior Program Coordinator

Nubia Valenzuela

Program Coordinator

Elizabeth Kalbers

Objectives

the joy of reflecting on great ideas and accomplishing creative projects. An Honors education is not merely about what students learn—it is about cultivating passion for learning, for developing innate strengths, and for seeing things in new ways. We foster in our students the ability and desire to address problems of the 21st century using collaborative, multidisciplinary, interdisciplinary, and multicultural approaches. LMU's Honors Program offers a unique, exceptional undergraduate education that prepares our students for an intellectual and meaningful life after graduation.

The University Honors Program focuses and fuels the intellectual curiosity and potential of LMU's most ambitious students to empower passionate leaders who are uniquely equipped to reimagine and reshape our world.

Honors Program

University Honors Program

Program Requirements

Second Language Proficiency

Prior to graduation, University Honors students must demonstrate proficiency in a second language. This requirement is met through coursework at the intermediate level of a second language (e.g., completion of 2102-level courses in the Modern Languages, or their equivalent as determined by the Office of the Registrar), placement into 2103 (or higher) level language courses as determined by LMU's language placement examination, AP credits toward language courses as determined by the Office of the Registrar, or by alternative examination approved by the Program Director. International students fulfill this requirement by TOEFL proficiency in English as a Second Language.

Core Curriculum

Students in the University Honors Program take the Honors Core in place of the University Core. Except where noted with an asterisk, Honors students must enroll in the specific HNRS courses listed below rather than the regular University Core.

Because of the impacted and sequenced nature of degrees in Seaver College of Science and Engineering (SCSE), The Honors Core curriculum requirements differ for students with at least one major or degree in SCSE. Specifically, for SCSE students, the Honors Program waives the ECRE and EHBV core requirements and considers the Nature of Science, Technology, and Mathematics requirement fulfilled by the major (as noted below).

For Students from Frank R. Seaver College of Science and Engineering
Foundations (Years 1-2)

HNRS 1000: Honors Colloquium - Introduction to Honors (1 semester hour)

HFYS 1000: Honors First Year Seminar (must enroll in a section restricted to Honors)

HNRS 1100: Honors Philosophical Inquiry

HNRS 1200: Honors Theological inquiry

* FDIV: Studies in American Diversity (taken from the University Core)

Explorations (Years 2-3)

HNRS 2000: Honors Colloquium - Research and Exhibition (1 semester hour)

HNRS 2100: Honors Historical Analysis

HNRS 2200: Honors Nature of Science, Technology, and Mathematics
Considered fulfilled for students with a major/degree in SCSE

HNRS 2300: Honors Literary Analysis

* ECRE: Creative Experience (taken from the University Core)
Waived for students with a major/degree in SCSE

* EHBV: Understanding Human Behavior (taken from the University Core)
Waived for students with a major/degree in SCSE

Integrations (Years 3-4)

HNRS 3000/3001: Honors Colloquium - Post-Baccalaureate Success Seminar (1 semester hour)

HNRS 3100/3110: Honors Ethics and Justice / Beyond Good and Evil

* IFTR: Faith and Reason (taken from the University Core)

HNRS 4100: Honors Thesis (or thesis/capstone project developed through a capstone course in the major). Note that a capstone course in the major will not satisfy the thesis requirement unless it culminates in a thesis or project. Students fulfilling the thesis requirement through a course in the major must obtain prior approval from the Honors Director or Associate Director.

HNRS 4000: Honors Portfolio and Assessment (0 semester hours)

AP and IB Equivalencies

AP credits may be used to demonstrate second language proficiency through course equivalencies as determined by the Registrar. AP credits may also be used fulfill core requirements for EHBV and ECRE through course equivalencies as determined by the registrar. AP credits will not fulfill other core requirements.

Liberal Studies Students

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

Additional Notes

The University Honors Program does not require flags or courses in Rhetorical Arts, Quantitative Reasoning, and Interdisciplinary Connections.

Maintaining Good Standing

Students must remain in good standing with the University Honors Program. To remain in good standing, students must maintain the minimum GPA as determined by the Director (3.5) and attend the minimum number (publicized at the beginning of each semester) of Passport Events (extracurricular academic events hosted or promoted by the University Honors Program) each semester. Students who fail to meet these requirements will be placed on probation with the University Honors Program. Students on probation must meet with the Director to create a plan to return to good standing. Students who remain on probation for more than two semesters may be subject to dismissal, at the discretion of the Director. Students may not graduate with the University Honors Program with lower than the minimum GPA at the end of their penultimate semester at LMU.

Application Process

Most students in the University Honors Program apply in the year before entering LMU for admission as a first-year student. Upon completing their LMU application, all LMU applicants receive an email inviting them to apply to the Honors Program. Application deadlines vary by year and applicants are encouraged to pay close attention to dates and details in the invitation letter and application materials.

Limited spots in the Honors Program may become available for internal (current LMU student) and external transfer applicants, depending on current Program size and resources. If transfer applicants are being considered, application information will be posted on the Program website (<https://academics.lmu.edu/honors/prospective/applicationprocess/>).

Applications are reviewed holistically, considering student preparation, background, academic record, extracurricular interests, fit with the Program's goals, and with an explicit aim to recognize and maximize the ethnic, racial, and ideological diversity of the student body.

HNRS 1000 Honors Colloquium: Introduction to Honors
HNRS 1100 Honors Philosophical Inquiry
HNRS 1110 On Human Dignity
HNRS 1200 Honors Theological Inquiry
HNRS 1810 On the Sublime
HNRS 1998 Special Studies
HNRS 1999 Independent Studies
HNRS 2000 Honors Colloquium: Research and Exhibition
HNRS 2100 Honors Historical Analysis and Perspectives
HNRS 2110 Republic to Prince
HNRS 2120 Age of Leviathan
HNRS 2200 Honors Nature of Science, Technology, and Mathematics
HNRS 2210 On Motion and Mechanics
HNRS 2220 On the Nature of Things
HNRS 2300 Honors Literary Analysis
HNRS 2998 Special Studies
HNRS 2999 Independent Studies
HNRS 3000 Honors Colloquium: Post-Baccalaureate Success
HNRS 3100 Honors Ethics and Justice
HNRS 3110 Beyond Good and Evil
HNRS 3998 Special Studies
HNRS 3999 Independent Studies
HNRS 4000 Honors Colloquium: Portfolio
HNRS 4100 Honors Thesis
HNRS 4998 Special Studies
HNRS 4999 Independent Studies

LMU Bellarmine College of Liberal Arts

Administration

Dean: Robbin D. Crabtree

Associate Deans: Jennifer Pate, Eliza Rodriguez y Gibson, Brad Stone

Assistant Deans: Shannon Pascual, Janet Vera Lopez

Mission of the LMU Bellarmine College of Liberal Arts (BCLA)

BCLA is the oldest and largest school at LMU and the liberal arts is at the heart of the LMU undergraduate education for all our students. We have 25 degree programs and 31 minors that will help you sharpen your intellectual capacity, gain deep content knowledge, and practice the marketable skills--such as critical thinking, writing, diversity awareness, and teamwork--that are highly valued by employers. In fact, *the overwhelming majority of employers prefer to hire people who demonstrate the outcomes from a liberal arts education*. Liberal arts graduates have similar peak earnings as business and pre-professional majors, and are more likely to pursue graduate degrees.

In the Liberal Arts you will:

- Think about the ideas, traditions, and institutions that influence our culture and society
- Engage in exciting community-based and experiential learning opportunities
- Prepare to work in the widest range of professions and become career-ready
- Build your capacity for citizenship and engagement with the world
- Be able to personalize your studies by combining majors and minors.

The liberal arts will stimulate your curiosity, broaden your horizons, deepen your self-awareness, enhance your moral principles and ethical reasoning, and develop habits for lifelong learning.

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:

Department/Program	Abbreviation	Degree/Program
African American Studies	AFAM	Major and Minor
Asian Pacific American Studies	APAM	Minor only
Asian and Pacific Studies	ASPA	Major and Minor
Bioethics	BIOE	Minor only
Catholic Studies	CATH	Minor only
Chicano/a and Latino/a Studies	CLST	Major and Minor
Chinese	CHIN	Minor only
Classics and Archaeology	CLAR	Major and Minor
Economics	ECON	Major and Minor
English	ENGL	Major and Minor
Environmental Studies	EVST	Major and Minor
French	FREN	Major and Minor
German	GRMN	Minor only
Global Economics	EGEM	Minor only
Health and Society	HEAS	Minor only

History	HIST	Major and Minor
Humanities (Please note: Not admitting new students at this time)	HMNT	Major only
Individualized Studies	ISLA	Major only
International Relations	IRLT	Major and Minor
Italian	ITAL	Minor only
Irish Studies	IRST	Minor only
Jewish Studies	JWST	Minor only
Journalism	JOUR	Major and Minor
Liberal Studies (Elementary Education)	LBST	Major and Minor
Modern Greek Studies	MDGK	Minor only
Modern Languages	MDGL	Major
Peace and Justice Studies	PJST	Minor only
Philosophy	PHIL	Major and Minor
Political Science	POLS	Major and Minor
Psychology	PSYC	Major and Minor
Sociology	SOCL	Major and Minor
Spanish	SPAN	Major and Minor
Theological Studies	THST	Major and Minor
Urban Studies	URBN	Major and Minor
Women's and Gender Studies	WGST	Major and Minor

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

- | | |
|--|------|
| 1. Bioethics | BIOE |
| M.A. in Bioethics | |
| Graduate Certificate in Bioethics | |
| 2. English | ENGL |
| With emphasis in: | |
| Literature, | |
| Creative Writing, | |
| <i>or</i> | |
| Rhetoric and Composition | |
| 3. Philosophy | PHIL |
| 4. 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 | |
| 5. 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:

124 semester hours are required for graduation with the following distribution: a) at least 45 semester hours of upper division, and b) a **maximum of 40 upper division semester hours or no more than four upper division courses beyond the major requirements in any one department** 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 Studies credit will be accepted.

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 of Arts degree in the Bellarmine College of Liberal Arts. Students interested in the Liberal Studies degree program should consult a Liberal Studies advisor.

Students wishing to teach in grades 6-12 in California public schools are required to obtain a Single Subject Credential and demonstrate "subject matter competence" to teach a particular subject (e.g., English, Social Studies, Foreign Language, Mathematics, or Science). Subject matter competence can be demonstrated by either passing a national exam or by successfully completing an approved subject matter preparation program in English. Students interested in teaching English at the 6-12 grades levels should consult the English Subject Matter advisor in the English Department. The Frank R. Seaver College of Science and Engineering offers an approved single subject preparation program in mathematics. Students interested in teaching mathematics should consult an advisor in the Mathematics Department. Subject matter

preparation programs in science and French are pending, whereas Spanish and the social sciences have been approved.

A Multiple Subjects Subject Matter or Single Subject Matter teaching credential can be earned concurrently with a Bachelor's degree. Except for Liberal Studies majors, students may declare a minor in Education and begin taking Education courses after completion of 30 semester hours (first semester Sophomore standing). In order to maximize the full potential of taking Education courses with the undergraduate program, students are strongly encouraged to declare the Education minor early in their career. Credential programs are also available in Special Education (K-12) and Bilingual Education (Spanish, K-12). For more information on Education programs, see the School of Education section in this Bulletin.

Secondary Teacher Preparation Programs

For information on these programs, see the [Center for Undergraduate Teacher Preparation](#) section in this Bulletin.

African American Studies

Faculty

Chairperson: Marne L. Campbell

Professors: Adilifu Nama

Associate Professor: Marne L. Campbell

Assistant Professors: Magaela Bethune, Jennifer Williams

Bachelors

African American Studies, B.A.

Objectives

The Department of African American Studies at LMU is devoted to the scholarly examination of the social, cultural, economic, political, and spiritual forces that impact the lives of people of African descent in the Americas and, in turn, the communities they create. AFAM and its curriculum provide students with an explanatory framework through which they can analyze not only the historical and contemporary experiences of peoples of African descent but also those of the wider human community in a global and increasingly diverse society.

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 have:

- A critical awareness of the general history of Black people in the U.S. and Diaspora
- A basic comprehension of the Black Aesthetic
- A profound understanding of the significance of Black people in America and the global community
- A broad familiarity with the systemic forces that impact traditional institutions within the Black community;

African American Studies students should be able to:

- Demonstrate written competency in the analysis of theories and practices concerning Black racial formations
- Demonstrate oral competency in the analysis of theories and practices concerning Black racial formations
- Use and interpret data and other social facts to answer research questions pertaining to African American interests;

African American Studies students should value:

- Direct engagement with Black communities
- The dignity of Black people, institutions, and practices
- The concept of diversity in the modern and complex world in which we live.

Major Requirements

Lower Division Required Courses:

- AFAM 1211 Introduction to African American Studies *4 semester hours*
- AFAM 2221 Black Cultural Arts *4 semester hours*
- AFAM 2243 African American Studies Research Methods *4 semester hours*

Upper Division Required Courses:

- AFAM 3211 African American History *4 semester hours*
- AFAM 3621 African American Literature *4 semester hours*
- AFAM 3643 Black Community Engagement *4 semester hours*
- AFAM 4641 Capstone Project *4 semester hours*

Electives:

Eight (8) semester hours in AFAM courses, four (4) of which must be Upper Division. Students may count Gospel Choir courses as Lower Division electives for the Major.

African American Studies Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- AFAM 1211 Introduction to African American Studies *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- AFAM 2221 Black Cultural Arts *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- AFAM 2243 African American Studies Research Methods *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- AFAM 3211 African American History *4 semester hours*
 - - University Core *3-4 semester hours*
 - - AFAM Elective *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

- AFAM 3621 African American Literature *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- AFAM 3643 Black Community Engagement *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- AFAM Upper Division *4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- AFAM 4641 Capstone Project *4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Minor

African American Studies Minor

Minor Requirements

20 semester hours, including AFAM 1211, AFAM 3211, and twelve (12) semester hours of electives, eight (8) of which must be upper division. An average grade of C (2.0) must be obtained in the courses included in the minor. Students may count Gospel Choir courses as lower division electives for the Minor.

Asian and Asian American Studies

Chairperson

Edward J.W. Park

Faculty

Professor: Nadia Kim, Edward J.W. Park

Associate Professor: Yanjie Wang

Assistant Professor: Curtiss Takada Rooks

Clinical Faculty: Lang Ngo, Thomas Plate

Introduction

Asian and Asian American Studies (AAAS) is an interdisciplinary department that was created in Fall 2016 through the merger of two programs, Asian and Pacific Studies (ASPA) and Asian Pacific American Studies (APAM). Seeking to promote Loyola Marymount University's Mission amidst changing local, national, and international realities, its faculty uses the exploration of cultural, political, socioeconomic, and religious issues in Asia and the United States to educate the whole person and to contribute to the encouragement of learning. In an increasingly

transnational world where global citizenship, multicultural awareness, interfaith dialogue, and social justice are emphasized and valued, AAAS offers transformative education by bringing together teacher-scholars and students from different disciplines and fields in the social sciences, the humanities, and the arts to study and to critically analyze the past and the present on both sides of the Pacific.

The department offers a major and a minor in ASPA and a minor in APAM.

Bachelors

Asian and Pacific Studies, B.A.

Objectives

Asian and Pacific Studies (ASPA), 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, seeks to develop the student's personal interest in Asian and Pacific affairs and to prepare her or him for Asia-related career opportunities. Majors and minors in ASPA are encouraged to enroll in LMU's Study Abroad offerings in Asia.

Asian and Pacific Studies Student Learning Outcomes

- Students will come to understand the cultures of the Asian Pacific region and their 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 Asian 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 (8 semester hours) including:

- ASPA 2100 Asian Civilizations *4 semester hours*
- HIST 1800 Modern Asia: China, Japan, and Korea since 1600 *4 semester hours*

Language Requirement (8 semester hours):

Study of an Asian language (competence expected is the equivalent of a one-year study, i.e., 8 semester hours). Native speakers of an Asian language may be exempted from the language requirement but will be strongly encouraged to study another language. At LMU, course credit may be obtained for CHIN 2101, CHIN 2102, CHIN 2103, CHIN 2104; JAPN 2101, JAPN 2102, JAPN 2103, JAPN 2104. At UCLA, credit may be obtained through the SOCCIS program for Arabic, Korean, and Mongolian.

Upper Division Requirements (24 semester hours):

- ASPA 3200 Masterpieces of East Asian Literature *4 semester hours*
- ASPA 3500 Economic and Political Issues in Contemporary Asia *4 semester hours*
- ASPA 5000 Senior Integrating Seminar *4 semester hours*

Note:

Choose the additional twelve upper division semester hours from ASPA courses or, in consultation with the Chairperson, 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.

Asian and Pacific Studies Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- HIST 1800 Modern Asia: China, Japan, and Korea since 1600 *4 semester hours*
 - - Asian Language *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- - Asian Language *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- ASPA 2100 Asian Civilizations *4 semester hours*
 - - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 12-16 semester hours

Junior Year

Fall Semester

- ASPA 3200 Masterpieces of East Asian Literature *4 semester hours*
 - - ASPA Upper Division *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ASPA 3500 Economic and Political Issues in Contemporary Asia *4 semester hours*
 - - ASPA Upper Division *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- ASPA Upper Division *4 semester hours*
- ASPA Upper Division *4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ASPA 5000 Senior Integrating Seminar *4 semester hours*
 - - ASPA Upper Division *4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 14-16 semester hours

Upper Division Electives

Bellarmino College of Liberal Arts:

- APAM 2371 Asian Pacific American Literature *4 semester hours*
- APAM 2417 Contemporary Issues of Asian Pacific Americans *4 semester hours*
- APAM 4327 Asian American Psychology *4 semester hours*
- HIST 4820 Modern China *4 semester hours*
- HIST 5800 Seminar in Asian History *4 semester hours*
- PHIL 3565 Chinese Philosophy *4 semester hours*
- PHIL 3355 Meditative Gaze: Dao and Film *4 semester hours*
- PHIL 4680 Topics in Chinese Philosophy *4 semester hours*
- POLS 3420 Political Dynamics of East Asia: Greater China, Japan, and the Koreas *4 semester hours*
- THST 3282 Buddhism *4 semester hours*
- THST 3283 Hinduism, Jainism, Yoga *4 semester hours*
- THST 4080 Topics in Comparative Theology *4 semester hours*

College of Communication and Fine Arts:

- ARHS 3341 Arts of Islam *4 semester hours*
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours*
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours*
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours*
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours*
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours*

- DANC 371 Martial Arts 0 TO 2 semester hours (2 semester hours required)
- DANC 374 Yoga I 0 TO 2 semester hours (2 semester hours required)
- MUSC 454 World Music Ensembles I 0 OR 1 semester hours
- MUSC 455 World Music Ensembles II 0 OR 1 semester hours
- THEA 348 Asian Spirit in Drama 3 semester hours

College of Business Administration:

Note:

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 Chairperson.

In all cases, check for course prerequisites or requirements.

Minor

Asian and Pacific Studies Minor

Minor Requirements

16 semester hours

- HIST 1800 Modern Asia: China, Japan, and Korea since 1600 4 semester hours, or
 - One Asian Language 4 semester hours, or
 - ASPA 2100 Asian Civilizations 4 semester hours, or
 - A Foundations course in the University Core curriculum that has substantial content focused on Asia 4 semester hours
 - ASPA 5000 Senior Integrating Seminar 4 semester hours
 - Asia-related courses 8 semester hours
- In consultation with the Chairperson, the student may choose courses in another College or School, if the courses prove to have substantial content focused on Asia and the Pacific region.

Asian Pacific American Studies Minor

Objectives

Asian Pacific American Studies (APAM) supports Loyola Marymount University's commitment to multicultural education. APAM is designed to enhance student understanding of the histories and contemporary issues that impact the lives of Asian Pacific Americans in the United States. 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

- An understanding of the historical contributions of Asian Pacific Americans
- An understanding of contemporary issues facing Asian Pacific American communities
- A knowledge of the ethnic, class, gender, and generational diversity of Asian Pacific Americans
- A knowledge of Asian Pacific American cultural, literary, and artistic expressions

APAM Minor Requirements

20 semester hours

- APAM Lower Division (8 semester hours required)
- APAM Upper Division (12 semester hours required)

Note:

Other courses may be approved with the consent of the Associate Chairperson.

Bioethics

Faculty

Director: Roberto Dell'Oro

Contact Information

Director: Roberto Dell'Oro

E-mail: Roberto.Dell'Oro@lmu.edu

Program Administrator: Gianna McMillan

E-mail: Gianna.McMillan@lmu.edu

Minor Director: Nicholas R. Brown

E-mail: Nicholas.Brown@lmu.edu

Administrative Coordinator: David H. Rogoff

E-mail: David.Rogoff@lmu.edu

Website: www.lmu.edu/bioethics

Offices: University Hall 4500

Mission Statement

The graduate programs in bioethics at Loyola Marymount University are distinct programs of study leading to a Master of Arts degree or a Graduate Certificate in Bioethics. The programs provide graduate educational opportunities that will enable students to reflect systematically on contemporary issues in bioethics through a challenging liberal arts and sciences curriculum with a commitment to social justice.

Admission Requirements

The Master of Arts and Graduate Certificate programs follow the same admission criteria.

Prerequisites:

- Baccalaureate degree or its equivalent
- Undergraduate GPA of at least 3.0

Application Requirements:

- Graduate Division Application
- Two Letters of Recommendation
- Personal Statement
- Short Essay Response
- Two Copies of Official Post-secondary Transcripts
- Test Scores (GRE or MAT)
- A \$50.00 Fee
- Personal Interview (following application completion)

International Applicants Only:

- Language Test Scores (TOEFL or IELTS)
- SEVIS I-20 Request Form
- Transcript Translation and Evaluation

The priority deadline for entrance in the Fall term is March 1. Applications received after this deadline will be reviewed on an individual basis.

- **March 1 for entrance in Fall semester**

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

Scholarships and Grants

Multiple forms of financial assistance are available. Check our website for more information. The priority deadline for scholarship applications is May 1.

Graduate Certificate

[Bioethics Graduate Certificate](#)

The Graduate Certificate in Bioethics program 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. A Graduate Certificate in Bioethics can augment clinical practice and prepare healthcare professionals (e.g., physicians, nurses, clinical social workers, pastoral care personnel, hospital administrators, etc.) to serve on medical center bioethics committees.

Program Requirements

The Graduate Certificate requires a total of 12 semester hours of graduate coursework, completed over a program of 4 three-semester-hour courses.

Required Courses: 12 semester hours

- BIOE 6000 Introduction to Bioethics *3 semester hours*
- BIOE 6100 Bioethics at the Beginning of Life *3 semester hours*
- BIOE 6200 Law and Bioethics *3 semester hours*
- BIOE 6300 Bioethics at the End of Life *3 semester hours*

Masters

Bioethics, M.A.

The Master of Arts in Bioethics is a multidisciplinary program that facilitates learning and thinking from an interdisciplinary perspective. It fosters the critical analysis of bioethical topics through the interplay of moral theory and medical practice. An M.A. in Bioethics can prepare students for doctoral study at another institution, or complement other graduate work in fields such as Philosophy, Law, Medicine, Theology, and Spiritual Care.

Learning Outcomes of the M.A. Program in Bioethics

Graduates of the Bioethics Institute will be able to:

- Understand the basic problems, methods, and approaches to the field of bioethics
- Familiarize with the main ethical theories of bioethics and identify the philosophical components of the public discussion on bioethical issues
- Engage in the critical analysis of bioethical questions and articulate their theoretical and practical dimension
- Recognize and interpret the theological presuppositions of bioethical questions and appreciate the contribution of religious traditions to the field of bioethics
- Appreciate the importance of ethical dialogue across different philosophical traditions
- Become familiar with the clinical context of medicine and recognize the ethical challenges facing health care professionals and their patients today
- 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.

Degree Requirements

The Master of Arts degree requires a total of thirty semester hours of graduate coursework, completed over a program of 10 three-semester-hour courses, including 7 core and 3 elective courses.

Required Courses in Bioethics: 30 semester hours

- BIOE 6000 Introduction to Bioethics *3 semester hours*
- BIOE 6100 Bioethics at the Beginning of Life *3 semester hours*
- BIOE 6200 Law and Bioethics *3 semester hours*
- BIOE 6300 Bioethics at the End of Life *3 semester hours*
- BIOE 6400 Clinical Bioethics *3 semester hours*
- BIOE 6500 Elective Topics in Bioethics *3 semester hours (total of 9 semester hours)*
- BIOE 6600 Foundations of Theological Ethics *3 semester hours*
- BIOE 6700 Foundations of Philosophical Ethics *3 semester hours*

Minor

Bioethics Minor

Director: Nicholas R. Brown

Objectives

The Bioethics minor supports Loyola Marymount University's mission: the commitment to intellectual rigor, the education of the whole person, and the openness to ultimate questions of justice, human dignity, and the meaning of life experiences. As a recently emerged field of study, bioethics surveys in a systematic fashion ethical issues in the life sciences and medicine. In the Bioethics minor, students engage in philosophical reflection with an interdisciplinary focus. They will address ethical challenges at the beginning and at the end of life, together with those in the areas of genetics, brain research, transplantation, and regenerative medicine, to name but a few. More broadly, the Bioethics minor offers students the opportunity to think and write critically about the goals of medicine, the responsibility of science, and the relevance of public debate in a democratic society. Because of its professional relevance, the minor is especially recommended for students who envisage a career in health care or the law. Furthermore, with its emphasis on ethical reflection, it complements the curricular offerings of other majors in the humanities, such as Philosophy, Theological Studies, Psychology, and English.

Student Learning Outcomes

- Understand the main ethical theories in bioethics, together with the wider philosophical and theological grounding of bioethical questions
- Appreciate the "complexity" entailed by moral decision-making in bioethics, and the importance of dialogue among different moral positions
- Understand the importance of interdisciplinary dialogue between science and the humanities, relative to the ethical assessment of technological advances and therapeutic applications
- Understand the link between ethical reflection, personal moral commitment, and the relevance of social collaboration in the quest for a better world

Requirements

18-20 semester hours

For successful completion of this minor, an average grade of C (2.0) must be obtained in these courses.

Bioethics Core Classes (8 semester hours required)

2 Required BIOE Core Classes

- BIOE 1000 Introduction to Bioethics *4 semester hours* (Theological Inquiry)
- BIOE 3000 Advanced Topics Seminar *4 semester hours* (Interdisciplinary Connections)

General Core Classes (8 semester hours required)

2 Core Classes (any 2)

- - FFYS 1000 Biotechnology Issues *4 semester hours* (First Year Seminar)
 - - FFYS 1000 Health Psychology: Where Mind and Body Meet *4 semester hours* (First Year Seminar)
- PHIL 3100 Ethics *4 semester hours*
- PHIL 3105 Ethics of Love and Marriage *4 semester hours*
- PHIL 3110 Environmental Ethics *4 semester hours*
- PHIL 3115 Ethics for Engineering and Science *4 semester hours*
- PHIL 3145 Topics in Applied Ethics *4 semester hours*
 - - PHIL 3998 Race, Sex, and Gender *4 semester hours* (Studies in American Diversity)
 - - PHIL 3998 Science and Religion *4 semester hours* (Faith and Justice)
- JWST 4370 Nazi Germany and Questions of Conscience *4 semester hours*
- THST 3238 Theology and Science *4 semester hours*

Elective Classes (2-4 semester hours required)

1 Elective (any 1)

- BIOL 585 Issues in Biotechnology Seminar *2 semester hours*
- HIST 4433 Health and Disease in American Culture *4 semester hours*
- PHIL 3200 Philosophy of Science *4 semester hours*
- PHIL 4830 Philosophy of Mind *4 semester hours*
- POLS 3350 Elderly and the Law *4 semester hours*
 - - SCEN 398 Healthcare and Humanities *3 semester hours*
- SOCL 3250 Health and Social Justice *4 semester hours*
- SOCL 3150 Sociology of Health and Illness *4 semester hours*
 - - PSYC 3998 Science and Religion: Psychological Perspectives *4 semester hours*

Note

Other courses may be approved with the consent of the minor Director.

Catholic Studies

Director

Marc E. Reeves, S.J.

Minor

Catholic Studies Minor

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 5 courses, with at least 4 being upper division, structured as follows:

A. Foundational Course (1 course):

- CATH 1020 American Catholicism *4 semester hours* or
- THST 1020 American Catholicism *4 semester hours* or
- CATH 1030 Exploring the Catholic Theological Tradition *4 semester hours* or
- THST 1030 Exploring the Catholic Theological Tradition *4 semester hours*

B. Foundations (1 course):

One cross-listed course with core attributes in one of the following: Theological Inquiry, Philosophical Inquiry, or Studies in American Diversity.

C. Explorations and Integrations (2 courses):

Two cross-listed courses with core attributes in one or more of the following: Creative Experience, Historical Analysis and Perspectives, Nature of Science, Faith and Reason, Ethics and Justice, or Interdisciplinary Connections.

D. Catholic Studies Capstone Course (1 course):

- CATH 4900 Seminar in Catholic Studies *4 semester hours*

Note:

A service-learning course with a Catholic focus would replace any one course from the Foundations or Explorations and Integration categories.

Chicana/o and Latina/o Studies

Faculty

Chairperson: Juan Mah y Busch

Professors: Fernando J. Guerra, Rubén Martínez, Eliza Rodríguez y Gibson

Assistant Professors: Vanessa J. Díaz, Priscilla Leiva, Brenda Nicolás

Bachelors

Chicana/o and Latina/o Studies, B.A.

Objectives

The mission of the Department of Chicana/o and Latina/o Studies at Loyola Marymount University is to engage students in a transformative education that promotes a critical understanding of the complex and intersecting patterns of racial, sexual, class, and other systems of power and privilege that have historically and contemporarily shaped Chicana/o and Latina/o communities in the United States. The Department is built on an interdisciplinary curriculum that engages recent theoretical and methodological developments in the discipline of Chicana/o and Latina/o Studies. The Department fosters a socially and intellectually engaged environment that prepares students as leaders in a society which is increasingly diverse and which requires expertise about racial, ethnic, class, political, and social differences.

Chicana/o and Latina/o Studies Student Learning Outcomes

At the end of a course of study, in the major or minor in Chicana/o and Latina/o Studies, students will be able to:

- Interpret, define, and evaluate historical and contemporary information about and representations of Chicana/os and Latina/os;
- Use and apply humanistic, scientific, and/or social science methods, in overlapping methods as appropriate, to arrive at their understandings of Chicana/os and Latina/os;
- Engage recent theories, methodologies, ideas, and developments central to the discipline of Chicana/o and Latina/o Studies, including interdisciplinary methods and multidisciplinary approaches;
- Value engaged learning, life-long education, and leadership for social justice.

Major Requirements

Lower Division Requirements:

8 semester hours

- CLST 1116 Introduction to Chicana/o-Latina/o Studies *4 semester hours*
- CLST 2100 Interdisciplinary and Intersectional Methods *4 semester hours*

Upper Division Requirements:

29 semester hours:

- Critical Explorations: 16 semester hours, 4 semester hours per category: History, Media & Visual Culture, Social Science, and Language & Literature

- Specialization: 4 additional semester hours from Critical Explorations or an upper division non-CLST cross-listed course
- Capstone: 9 semester hours, Fall and Spring of senior year: Fall: CLST 5001 Capstone Research and CLST 5002 Advanced Critical Methods; Spring: CLST 5003 Capstone Seminar

Chicana/o and Latina/o Studies Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- CLST 1116 Introduction to Chicana/o-Latina/o Studies *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- CLST 2100 Interdisciplinary and Intersectional Methods *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- CLST Critical Explorations *4 semester hours*
- CLST Critical Explorations *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- CLST Critical Explorations *4 semester hours*

- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- CLST Critical Explorations *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- CLST Specialization course in one area of Critical Explorations *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- CLST 5001 Capstone Research *1 semester hours*
- CLST 5002 Advanced Critical Methods *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 14-17 semester hours

Spring Semester

- CLST 5003 Capstone Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Recommended Electives

For the purpose of providing our majors and minors with an interdisciplinary perspective, the Department recommends courses that include a Latina/o and/or critical race studies component. In consultation with the Department Chair, these may be counted towards the Specialization requirement in the major. These courses include, but are not limited to:

- HIST 1700 Colonial Latin America *4 semester hours*
- HIST 1750 Modern Latin America *4 semester hours*
- HIST 3702 Women in Colonial Latin America *4 semester hours*
- HIST 4700 Early Mexico *4 semester hours*
- POLS 3050 Critical Race Theory *4 semester hours*
- SOCL 3221 Race and Ethnic Relations *4 semester hours*
- SOCL 3231 Social Stratification *4 semester hours*
- SOCL 3372 Sociology of U.S. Immigration *4 semester hours*
- SPAN 4362 Latin American Cinema *4 semester hours*
- SPAN 4475 Spanish of the United States *4 semester hours*
- SPAN 4563 Latin American Drama *4 semester hours*
- SPAN 4564 Latin American Novel *4 semester hours*
- SPAN 4565 Latin American Poetry *4 semester hours*
- SPAN 4566 Latin American Short Story *4 semester hours*
- SPAN 4567 Latin American Women Writers *4 semester hours*
- THST 3232 U.S. Latinx Theology *4 semester hours*
- WGST 3300 Gender, Race, and the Graphic Novel *4 semester hours*
- WGST 3301 Literature by Women of Color *4 semester hours*
- WGST 3600 History of Women in California *4 semester hours*
- WGST 3800 Gender and Urban Geographies *4 semester hours*
- WGST 4100 Sex, Trade, Trafficking *4 semester hours*

Minor

Chicana/o and Latina/o Studies Minor

Minor Requirements

25 semester hours:

Lower Division: 8 semester hours

- CLST 1116 Introduction to Chicana/o-Latina/o Studies *4 semester hours*
- CLST 2100 Interdisciplinary and Intersectional Methods *4 semester hours*

Upper Division: 17 semester hours

- Critical Explorations: 8 semester hours in two of the following categories: History, Media & Visual Culture, Social Science, and Language & Literature

- Capstone: 9 semester hours, Fall and Spring of senior year: Fall: CLST 5002 Advanced Critical Methods and CLST 5001 Capstone Research; Spring: CLST 5003 Capstone Seminar

Classics and Archaeology

Faculty

Chairperson and Professor: Katerina Zacharia
Associate Professor: Caroline Sauvage

Bachelors

Classics and Archaeology, B.A.

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, Egypt, and the Near East offers the student a wide-ranging and well-rounded preparation in critical thinking, analytical 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 in society, thus the courses in the department offer many interdisciplinary connections with philosophy, theological studies, history, political science, theater, film studies and other academic fields.

Classics and Archaeology Student Learning Outcomes

As a Classics and Archaeology Major, the student will:

- Demonstrate a broad knowledge of ancient Mediterranean and Near East Civilizations, including such areas as their history, literature (in the original or in translation), and their material culture;
- Be able to critically analyze the cultures of the Mediterranean and Near Eastern world and place them in social and historical contexts, both ancient and modern;
- Develop writing, research, and communication skills that are articulate, thoughtful, and effective.

Classics and Archaeology Major: Requirements

The Classics and Archaeology Major consists of nine courses (36 units) and the capstone sequence (6 units) selected from the following categories:

I. Language (1 Course)

- CLAR 1110 Elementary Greek I 4 semester hours

- CLAR 1120 Elementary Greek II *4 semester hours*
- CLAR 1115 Elementary Latin I *4 semester hours*
- CLAR 1125 Elementary Latin II *4 semester hours*
- CLAR 1130 Biblical Hebrew *4 semester hours*
- CLAR 1135 Readings in Classical Hebrew *4 semester hours*
- CLAR 1350 Egyptian Hieroglyphics *4 semester hours*

II. Methodology (1 Course)

- CLAR 2200 Epic Poetry *4 semester hours*
- CLAR 2210 Greek Tragedy in Performance *4 semester hours*
- CLAR 2220 Ancient Comedy in Performance *4 semester hours*
- CLAR 2230 Ancient Historians *4 semester hours*
- CLAR 2340 Archaeological Methods and Techniques *4 semester hours*

III. Survey of the Ancient World (1 Course)

- CLAR 2240 Ancient Greece *4 semester hours*
- CLAR 2250 Ancient Rome *4 semester hours*
- CLAR 2360 Ancient Near East *4 semester hours*

IV. Myth or Religion (1 Course)

- CLAR 3210 Classical and Near Eastern Myths *4 semester hours*
- CLAR 3220 Greek and Roman Religions *4 semester hours*
- CLAR 3330 Introduction to Near Eastern Religions *4 semester hours*
- CLAR 3350 Ancient Egyptian Religion *4 semester hours*

V. Art and Archaeology (1 Course)

- CLAR 3230 Arts of Greece *4 semester hours*
- CLAR 3240 Arts of Rome *4 semester hours*
- CLAR 3360 Aegean Art and Archaeology *4 semester hours*
- CLAR 3370 Egyptian Art and Archaeology *4 semester hours*
- CLAR 3390 Archaeology of the Levant *4 semester hours*

VI. Interdisciplinary (1 Course)

- CLAR 4220 Classical Hellenism, Race, Ethnicity *4 semester hours*
- CLAR 4230 Ancient World and Film *4 semester hours*
- CLAR 4240 Greek Cinema *4 semester hours*
- CLAR 4250 Anne Carson: Classic Iconoclast *4 semester hours*
- CLAR 4270 Representations of Greece: Ancient and Modern *4 semester hours*
- CLAR 4280 Greek Film Festival Internship *0 TO 4 semester hours* (may be repeated for credit)
- CLAR 4350 Archaeology and the Bible *4 semester hours*
- CLAR 4360 From Greece to Gotham: Archaeology of the Heroes *4 semester hours*

- CLAR 4371 Archaeology Lab: Ancient Textiles: From Fiber Production to Social Identity *4 semester hours*
- CLAR 4372 Archaeology Lab: Chalcolithic Culture of the Levant *4 semester hours*
- CLAR 4380 Archaeology Field Experience *0 TO 4 semester hours* (may be repeated for credit)

VII. Electives (3 Courses)

Students may choose up to two languages, plus one upper-division course, or, alternatively, at least two upper-division courses.

VIII. Capstone Requirement (1 of the above Courses at 4XXX Level with a writing flag + 2 Semester Hours for Research Skills and Capstone Presentation)

- CLAR 4410 Capstone Research Skills *1 semester hours*
- CLAR 4420 Capstone Presentation *1 semester hours*

Classics and Archaeology Model Four-Year Plan

The normal course load is 16 semester hours (4 classes). By following the model below, a student will complete all lower division core requirements by the end of the sophomore year. 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

- CLAR 1120 Elementary Greek II *4 semester hours*
- or
- CLAR 1115 Elementary Latin I *4 semester hours* or
- CLAR 1130 Biblical Hebrew *4 semester hours* or
- CLAR 1350 Egyptian Hieroglyphics *4 semester hours*
-
- - CLAR Methodology or Survey of the Ancient World Course *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
-
- - University Core *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- CLAR 1110 Elementary Greek I *4 semester hours*
- or
- CLAR 1125 Elementary Latin II *4 semester hours* or
- CLAR 1135 Readings in Classical Hebrew *4 semester hours*

- - CLAR Survey of the Ancient World or Methodology course *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
- - Elective *3-4 semester hours*

Total: 14-16 semester hours

Sophomore Year

Fall Semester

- CLAR Myth or Religion *4 semester hours*
- CLAR Art and Archaeology *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- CLAR Interdisciplinary *4 semester hours*
- CLAR Elective *4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours* or
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

- CLAR Upper Division *4 semester hours*
- CLAR Elective *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- CLAR Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-17 semester hours

Senior Year

Fall Semester

- CLAR Upper Division Capstone *4 semester hours*
- CLAR Capstone Research Skills *1 semester hour*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- CLAR Symposium Capstone Presentation *1 semester hour*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

- Upper Division Elective *3-4 semester hours* or
- Elective *3-4 semester hours*

Total: 13-17 semester hours

Minor

Classics and Archaeology Minor

Classics and Archaeology Minor: Requirements

The Classics and Archaeology Minor consists of 4 courses, at least two of which must be at the upper division level.

Economics

Faculty

Chairperson: Zaki Eusufzai

Professors: Inas Kelly, James Konow, Jennifer Pate

Associate Professors: Zaki Eusufzai, Dorothea K. Herreiner, Michelle Miller

Assistant Professors: Graham Beattie, Fulya Ersoy, Thomas Herndon, Prachi Jain, Swarup Joshi, Konstantin Platonov

Emeritus Associate Professors: Robert Singleton, Joseph Earley

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 in 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.

Bachelors

Economics, B.A.

This degree is suitable for pre-law students or those interested in careers in business; education; urban planning; and federal, state, and local government.

Objectives

Economics focuses on optimal choices and the incentives and constraints that determine decision making for individuals, firms, and institutions. Since unlimited wants generally have to be met by limited means, the study of economics provides a careful analysis and thorough understanding of the processes with which wealth is produced, distributed, and consumed. The economy's importance to all societies and the human condition and the methodological approach of modeling decision making, make economic knowledge useful to many other fields, such as political science, sociology, anthropology, biology, engineering, law, and history. It, thus, is an important field of study and as central to a liberal arts education as it is to a 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 Economics Department aims first to prepare our students both with the technical skills required to think deeply about important issues of scarcity in our world and to educate the whole person in accordance with the University mission. Upon completing the major, our students will be able to demonstrate a solid understanding of how incentives shape human behavior, in particular, but not only in the core economics fields of microeconomics, and macroeconomics. In addition, our students will acquire technical skills, particularly in statistics, to complement critical thinking abilities more broadly. They will also have the skills to solve theoretical and real-world problems and be fully prepared for both advanced graduate study and challenging careers.

Economics Student Learning Outcomes

After finishing the Economics major, students should be able to:

1. See the role of economic and other incentives in shaping human behavior in real-world situations.
2. Understand the principles of microeconomics: uncertainty and risk, constrained optimization, production, distribution, consumption, and markets.
3. Understand the principles of macroeconomics: economic growth, unemployment, inflation, money, interest rates, balance of payments, and exchange rates.
4. Comprehend the structure, development, and impact of economic institutions.
5. Appreciate the ethical concerns that should underlie economic policy: efficiency, fairness, equity, and individual freedom.
6. Separate the normative from the positive content in economics propositions and research, including separating arguments based on special pleading from those aimed at serving the interests of humanity.
7. Use statistics in order to analyze and understand a problem.
8. Possess the mathematical skills needed to understand economic problems.
9. Create or design a model in order to understand an economic problem.
10. Generate or gather real-world data concerning economic issues.
11. Write effectively about economics and communicate to readers clearly and fluently.
12. Orally communicate economic ideas well, presenting theories and evidence clearly.

Major Requirements:

Students may pursue either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The specific requirements of the B.A. degree is explained below.

Lower Division Requirements:

Economics requirements (8-12 semester hours):

- ECON 1050 Introductory Economics *4 semester hours* or
-
- ECON 1100 Introductory Microeconomics *4 semester hours* and
- ECON 1200 Introductory Macroeconomics *4 semester hours*
-
- ECON 2300 Introductory Statistics *4 semester hours* or
- ECON 2350 Accelerated Introductory Statistics *4 semester hours*

Note:

A grade of at least B- (2.7) is required in each of these courses.

Mathematics requirements (0-7 semester hours):

- MATH 112 Calculus for Business *3 semester hours* or
- MATH 131 Calculus I *4 semester hours*

Note:

A grade of at least B- (2.7) is required in MATH 112, and a grade of at least C (2.0) is required in MATH 131.

Note:

Students are strongly encouraged to take additional mathematics courses beyond these basic requirements in consultation with their economics advisor.

Upper Division Requirements (28 semester hours):

Seven upper division economics courses. The average grade in upper division economics courses must be at least C (2.0). Three courses are required: ECON 3100, ECON 3200, and ECON 3300. A grade of at least C- (1.7) must be obtained in these three required courses. These three courses should be taken before or during the junior year. Four additional upper division economics courses are required, of which at least two (8 semester hours) must be at the 4000 level. A grade of at least D (1.0) must be obtained in these additional four required and any other additional upper division economics courses. Upper division economics courses must be taken in the LMU Economics Department, except by prior permission of the Chairperson. BCLA students are allowed to take up to 40 semester hours of upper division ECON courses (10 courses total from the 3000-, 4000-, or 5000-level).

Business and Economics Double Major Requirements

Students with majors in business may pursue a second major in economics by fulfilling the requirements of the B.A. or B.S. track. With prior permission of the Department, double majors in Business and Economics may substitute two upper division Business Administration courses for upper division economics electives in the major. Thus, Business and Economics B.A. double majors are only required to take 20 semester hours of upper division Economics courses (including 12 semester hours of required courses). Business and Economics B.S. double majors are only required to take 24 semester hours of upper division Economics courses (including 20 semester hours of required courses).

Assessment Tests

All Economics majors are required to take two assessment exams, one on introductory concepts and one during the semester in which they are graduating. These tests do not determine any grade, but they are both required for graduation.

Test of Introductory Economics

All Economics majors are required to take a test of introductory concepts.

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 4900. 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.

Economics Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- ECON 1050 Introductory Economics *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
-
- MATH 120 Precalculus Mathematics *3 semester hours* (if necessary) or
 -
 - University Core *3-4 semester hours*
-
-
- University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- ECON 2300 Introductory Statistics *4 semester hours* or
- ECON 2350 Accelerated Introductory Statistics *4 semester hours*
-
- MATH 112 Calculus for Business *3 semester hours* or
- MATH 131 Calculus I *4 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*
-
- Elective *3-4 semester hours*

Total: 12-16 semester hours

Sophomore Year

Fall Semester

- ECON 3100 Intermediate Microeconomics *4 semester hours*
- ECON 3300 Econometrics *4 semester hours*
-
- MATH 132 Calculus II *4 semester hours* or
 -
 - Elective *3-4 semester hours*
-
-
- University Core *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ECON 3200 Intermediate Macroeconomics *4 semester hours*
 -
 - ECON Upper Division *4 semester hours*
 -
 - University Core *3-4 semester hours*
-
-
- Elective *3-4 semester hours* or
- MATH 234 Calculus III *4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

-
- ECON 4000-level Upper Division *4 semester hours*
-
- ECON Upper Division *4 semester hours* or
- ECON 5300 Mathematics for Economics *4 semester hours* (B.S.)
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

-

- ECON 4000-level Upper Division *4 semester hours*
-
-
- ECON Upper Division *4 semester hours* or
- ECON 5320 Advanced Econometrics *4 semester hours* (B.S.)
-
-
- University Core *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

-
- ECON 4000-level Upper Division *4 semester hours*
-
-
- ECON Upper Division *4 semester hours* or
- ECON 5300 Mathematics for Economics *4 semester hours* (B.S.)
-
-
- University Core *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ECON 4900 Senior Assessment *0 semester hours*
-
-
- ECON Upper Division *4 semester hours* or
- ECON 5320 Advanced Econometrics *4 semester hours* (B.S.) and/or
- ECON 5900 Senior Seminar *4 semester hours*
-
-
- University Core *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Economics, B.S.

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 three upper division economics course requirements and the total of 32 upper division semester hours. Specifically, the B.S. degree additionally requires Mathematics for Economics (ECON 5300) and Econometrics (ECON 5320).

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

Objectives

Economics focuses on optimal choices and the incentives and constraints that determine decision making for individuals, firms, and institutions. Since unlimited wants generally have to be met by limited means, the study of economics provides a careful analysis and thorough understanding of the processes with which wealth is produced, distributed, and consumed. The economy's importance to all societies and the human condition and the methodological approach of modeling decision making, make economic knowledge useful to many other fields, such as political science, sociology, anthropology, biology, engineering, law, and history. It, thus, is an important field of study and as central to a liberal arts education as it is to a 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 Economics Department aims first to prepare our students both with the technical skills required to think deeply about important issues of scarcity in our world and to educate the whole person in accordance with the University mission. Upon completing the major, our students will be able to demonstrate a solid understanding of how incentives shape human behavior, in particular, but not only in the core economics fields of microeconomics, and macroeconomics. In addition, our students will acquire technical skills, particularly in statistics, to complement critical thinking abilities more broadly. They will also have the skills to solve theoretical and real-world problems and be fully prepared for both advanced graduate study and challenging careers.

Economics Student Learning Outcomes

After finishing the Economics major, students should be able to:

1. See the role of economic and other incentives in shaping human behavior in real-world situations.
2. Understand the principles of microeconomics: uncertainty and risk, constrained optimization, production, distribution, consumption, and markets.
3. Understand the principles of macroeconomics: economic growth, unemployment, inflation, money, interest rates, balance of payments, and exchange rates.
4. Comprehend the structure, development, and impact of economic institutions.
5. Appreciate the ethical concerns that should underlie economic policy: efficiency, fairness, equity, and individual freedom.
6. Separate the normative from the positive content in economics propositions and research, including separating arguments based on special pleading from those aimed at serving the interests of humanity.
7. Use statistics in order to analyze and understand a problem.
8. Possess the mathematical skills needed to understand economic problems.
9. Create or design a model in order to understand an economic problem.
10. Generate or gather real-world data concerning economic issues.
11. Write effectively about economics and communicate to readers clearly and fluently.
12. Orally communicate economic ideas well, presenting theories and evidence clearly.

Major Requirements:

Students may pursue either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The specific requirements of the B.S. degree is explained below.

Lower Division Requirements:

These requirements are the same as for the B.A. Economics degree.

Upper Division Requirements (32 semester hours):

Eight upper division economics courses. The average grade in upper division economics courses must be at least C (2.0). Five courses are required: ECON 3100, ECON 3200, ECON 3300, ECON 5300 and ECON 5320. A grade of at least C- (1.7) must be obtained in these five courses. ECON 3100, ECON 3200, and ECON 3300 should be taken by the junior year. Three additional upper division economics courses are required, of which at least two (8 semester hours) must be at the 4000 level. A grade of at least D (1.0) must be obtained in any other additional upper division economics courses. Upper division economics courses must be taken in the LMU Economics Department, except by prior permission of the Chairperson. Students pursuing a B.S. degree in Economics can take up to 44 semester hours of upper division ECON courses (11 courses total from the 3000-, 4000-, or 5000-level).

Business and Economics Double Major Requirements

Students with majors in business may pursue a second major in economics by fulfilling the requirements of the B.A. or B.S. track. With prior permission of the Department, double majors in Business and Economics may substitute two upper division Business Administration courses for upper division economics electives in the major. Thus, Business and Economics B.A. double

majors are only required to take 20 semester hours of upper division Economics courses (including 12 semester hours of required courses). Business and Economics B.S. double majors are only required to take 24 semester hours of upper division Economics courses (including 20 semester hours of required courses).

Assessment Tests

All Economics majors are required to take two assessment exams, one on introductory concepts and one during the semester in which they are graduating. These tests do not determine any grade, but they are both required for graduation.

Test of Introductory Economics

All Economics majors are required to take a test of introductory concepts.

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 4900. 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.

Economics Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- ECON 1050 Introductory Economics *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
-
- MATH 120 Precalculus Mathematics *3 semester hours* (if necessary) or
 - - University Core *3-4 semester hours*
- - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- ECON 2300 Introductory Statistics *4 semester hours* or
- ECON 2350 Accelerated Introductory Statistics *4 semester hours*
-
- MATH 112 Calculus for Business *3 semester hours* or
- MATH 131 Calculus I *4 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*
- - Elective *3-4 semester hours*

Total: 12-16 semester hours

Sophomore Year

Fall Semester

- ECON 3100 Intermediate Microeconomics *4 semester hours*
- ECON 3300 Econometrics *4 semester hours*
-
- MATH 132 Calculus II *4 semester hours* or
- - Elective *3-4 semester hours*
-
- - University Core *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ECON 3200 Intermediate Macroeconomics *4 semester hours*
- - ECON Upper Division *4 semester hours*
 -
 - University Core *3-4 semester hours*
-
- - Elective *3-4 semester hours* or
- MATH 234 Calculus III *4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

-

- - ECON 4000-level Upper Division *4 semester hours*
 -
 - ECON Upper Division *4 semester hours* or
 - ECON 5300 Mathematics for Economics *4 semester hours* (B.S.)
 -
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- - ECON 4000-level Upper Division *4 semester hours*
 -
 -
 - ECON Upper Division *4 semester hours* or
 - ECON 5320 Advanced Econometrics *4 semester hours* (B.S.)
 -
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- - ECON 4000-level Upper Division *4 semester hours*
 -
 -
 - ECON Upper Division *4 semester hours* or
 - ECON 5300 Mathematics for Economics *4 semester hours* (B.S.)
 -
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ECON 4900 Senior Assessment *0 semester hours*

- - - ECON Upper Division *4 semester hours* or
 - ECON 5320 Advanced Econometrics *4 semester hours* (B.S.) and/or
 - ECON 5900 Senior Seminar *4 semester hours*
- - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Minor

Economics Minor

Minor Requirements

20 semester hours consisting of ECON 1050 or ECON 1100 and ECON 1200 and four 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 1100 and ECON 1200, or ECON 1050. A minimum grade of C is required in all courses in the minor.

Global Economics Minor

Minor Requirements

24 semester hours consisting of 6 courses plus one 0-semester-hour capstone course/reflection paper (ECON 3900).

Lower Division Requirements (2 courses):

- ECON 1050 Introductory Economics *4 semester hours* and one of the following:
- HIST 1010 Premodern World History *4 semester hours* or
- HIST 1060 Modern Global Environmental History *4 semester hours* or
- POLS 1600 International Relations *4 semester hours*

Upper Division Requirements (4 courses):

A minimum of three courses in Economics (from the list [1] below). Plus one additional upper-division course from the following: any upper-division course in Economics, an upper-division course from another department with an international or non-US focus (see list [2]), or with prior approval of the Director of the Global Economics minor or the Department Chair.

One 0-semester-hour ECON 3900 capstone course (reflection paper).

Other Requirements:

- Students may not combine a minor in Global Economics with a major or minor in Economics.
- An average grade of C (2.0) must be obtained in courses included in the minor
- A zero-credit course in which students will write a reflection paper after they took at least 5 out of 6 courses required for the minor
- International requirement (one of the following):
 - 2 years of foreign language
 - Language proficiency [3]
 - Internship with international focus (100 hours) [4]
 - An international internship (100 hours) [4][5]
 - A Washington Center internship
 - Study Abroad (Semester or Summer) [6]
 - Other pertinent international experience [7]

[1] In Economics, the following internationally-focused courses include:

- ECON 3410 World Economic History *4 semester hours*
- ECON 3690 Chinese Economic and Business System *4 semester hours*
- ECON 3700 International Trade *4 semester hours*
- ECON 3720 International Finance Theory *4 semester hours*
- ECON 3750 Global Poverty *4 semester hours*
- ECON 4740 Economic Development *4 semester hours*
- Note: ECON 3998, ECON 4998, and transfer courses with significant global perspectives or international economics content may count towards the minor at the discretion of the Economics Department. Approval is required from the Director of the Global Economics Minor and the Department Chair.

[2] In other Departments and Programs, the following global/non-US focused courses are pre-approved:

In Asian Pacific American Studies:

- APAM 4335 Asian Pacific American Politics and Social Movements *4 semester hours*

In History:

- HIST 3702 Women in Colonial Latin America *4 semester hours*
- HIST 3704 Latin American Revolutions in Film *4 semester hours*
- HIST 3706 Justice in Latin America *4 semester hours*
- HIST 3708 Race in Colonial Latin America *4 semester hours*
- HIST 4010 Pirates and Piracy *4 semester hours*
- HIST 4200 Early Modern Europe *4 semester hours*
- HIST 4205 Europe in the Long Nineteenth Century *4 semester hours*
- HIST 4206 20th-Century Europe *4 semester hours*
- HIST 4215 European Imperialism *4 semester hours*
- HIST 4250 Modern Britain and the British Empire *4 semester hours*
- HIST 4255 Modern Ireland *4 semester hours*
- HIST 4271 Modern Germany *4 semester hours*

- HIST 4272 20th-Century Eastern Europe *4 semester hours*
- HIST 4281 Modern Russia, 1825-1991 *4 semester hours*
- HIST 4282 Ethnicity and Empire in Russia *4 semester hours*
- HIST 4520 The Ottoman Empire *4 semester hours*
- HIST 4640 Colonial Africa, 1860-1980 *4 semester hours*
- HIST 4700 Early Mexico *4 semester hours*
- HIST 4820 Modern China *4 semester hours*

In Political Science/International Relations:

- POLS 3410 Politics of Africa *4 semester hours*
- POLS 3420 Political Dynamics of East Asia: Greater China, Japan, and the Koreas *4 semester hours*
- POLS 3425 Japanese Society and Politics *4 semester hours*
- POLS 3430 Politics of Latin America *4 semester hours*
- POLS 3440 Politics in the Middle East *4 semester hours*
- POLS 3445 Politics of Modern Israel *4 semester hours*
- POLS 3482 British Public Policy *4 semester hours*
- POLS 3510 Politics of Development *4 semester hours*
- POLS 3610 International Cooperation *4 semester hours*
- POLS 3650 United States Foreign Policy *4 semester hours*
- POLS 4650 Politics of the Global Economy *4 semester hours*
- POLS 4720 Global Human Rights *4 semester hours*
- POLS 4750 Foreign Policy Analysis *4 semester hours*
- POLS 5420 Rivalry and Cooperation in East Asia *4 semester hours*
- POLS 5600 Theories of International Relations *4 semester hours*
- POLS 5710 International Affairs and Social Justice *4 semester hours*

In Sociology:

- SOCL 3370 Sociology of Globalization *4 semester hours*
- SOCL 3371 Gender and Global Migration *4 semester hours*

Note:

Any other non-ECON course must be approved by the Economics Department prior to course enrollment.

[3] Language proficiency will be assessed via the Modern Languages' online placement tests.

Although Level 3 proficiency is the required minimum, we strongly encourage students to continue to more advanced levels.

[4] Internships need to meet the Economics Department expectations for internships, see appendix.

All internships need to be approved by the Director of the Global Economics Minor and the Department Chair. Internship Course (ECON 3850) does not count for the minor requirement.

[5] The required information for international internships needs to be provided also in English.

[6] The Study Abroad experience must be an LMU or LMU-approved semester or summer program.

The summer program must be at least 6 semester hours. Ideally, this requirement should enhance a student's language skills and cultural awareness that s/he is focused on in courses at LMU. A maximum of one course from study abroad may count towards the minor beyond the study abroad requirement.

[7] International students may explore the possibility of having the foreign language and/or international experience waived, in consultation with the Director of the Global Economics Minor and the Department Chair.

English

Faculty

Chairperson: Barbara Roche Rico

Professors: Theresia de Vroom, Paul Harris, Holli G. Levitsky, Juan Mah y Busch, Rubén Martínez (Fletcher Jones Chair in Literature and Writing), Evelyn McDonnell, Robin Miskolcze, K. J. Peters, Barbara Roche Rico, Chuck Rosenthal, Stephen H. A. Shepherd, Gail Wronsky, Kelly Younger, Molly Youngkin

Associate Professors: Stuart Ching, Julia Lee, Alexandra Neel, Judy Park, Kate Pickert, John Reilly, Dermot Albert Ryan

Assistant Professors: Tara Pixley

Clinical Associate Professors: Sarah Maclay, Aimee Ross-Kilroy

Clinical Assistant Professor: Kevin Curran

Contact Information

Department Chair: Barbara Roche Rico

E-mail: brico@lmu.edu

Graduate Director: K.J. Peters

E-mail: Kevin.Peters@lmu.edu

Websites: www.lmu.edu/english/bellarmino.lmu.edu/English/graduateprogram

Office Location: University Hall 3800

Telephone: 310.338.3018

Fax: 310.338.7727

Journalism Program Director: Kate Pickert

E-mail: kpickert@lmu.edu

Senior Administrative Coordinator: 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 broadbased 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 five upper division undergraduate English courses. Excellence in upper division courses in closely related fields like journalism and screenwriting may be taken into consideration.
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 samples 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.
5. 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 one of the candidate's two letters of recommendation should specifically address the candidate's potential abilities as a teacher of College Writing.

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.

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.

Bachelors

English, B.A.

English Student Learning Outcomes

English majors/minors know:

- The history and forms of literatures in English
 - English majors/minors understand literary historical terms and concepts;
 - English majors/minors know the historical and generic markers that characterize the literature of specific periods;
 - English majors/minors can articulate the ways in which certain literary genres, concepts, and conventions endure and change across time.
- The heterogeneity of literatures in English and the nature of difference
 - English majors/minors will have a deeper sense of the diversity of literature written in English;
 - English majors/minors will expand their understanding of the range of experiences, forms, themes, conventions, and traditions that they can encounter in literary texts;
 - English majors/minors can think critically about the intersection of difference and power in literary studies.
- The art of literary invention
 - English majors/minors create literary art that moves, challenges, informs, entertains, and engages its audience;
 - English majors/minors affirm and cultivate an individual artistic vision;
 - English majors/minors understand the professional production of creative texts.

English majors/minors are able to

- Construct persuasive critical analysis of literary texts
 - English majors/minors can integrate critical discourse, argumentation, persuasion, and research in a clear, grammatical, and logically sound manner;
 - English majors/minors can generate compelling and original interpretations and arguments.
- Construct compelling creative works in one or more genres
 - English majors/minors can express themselves in an artistic, imaginative, inspired, and unique style;
 - English majors/minors can generate compelling and original works of literary art.

Major Requirements

Please note that English majors may take no more than eight 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 (16 semester hours):

Two courses in Genres:

- ENGL 2200 Genres: Drama *4 semester hours*
- ENGL 2201 Genres: Poetry *4 semester hours*
- ENGL 2202 Genres: Fiction *4 semester hours*
- ENGL 2206 Language of Journalism *4 semester hours*
- ENGL 2296 Special Studies in Genres *4 semester hours*

Two courses in Histories:

- ENGL 2203 Histories: British Literature I *4 semester hours*
- ENGL 2204 Histories: British Literature II *4 semester hours*
- ENGL 2297 Special Studies in Histories *4 semester hours*

Note:

A grade of C (2.0) is required in each pre-major 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 pre-major 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 (28 semester hours):

Explorations (16 semester hours):

One Author(s) course

(includes courses on single authors such as Shakespeare, and other special studies. Check current course descriptions to determine which courses may be used to fulfill this requirement.)

One Critical/Theoretical course

(includes most English and American literature courses and literary theory courses. Check current course descriptions to determine which courses may be used to fulfill this requirement.)

One Comparative course

(includes any course in multi-ethnic literature, gender-based literature, world literature, or foreign language literature in translation. Check current course descriptions to determine which courses may be used to fulfill this requirement.)

One Creative/Artistry course

(includes courses in creative writing and journalism. Check current course descriptions to determine which courses may be used to fulfill this requirement.)

Specialization (12 semester hours):

In consultation with your advisor, pursue upper-division coursework in a specific area to develop a specialization within English studies. Areas of possible specialization include: multi-ethnic literatures, creative writing, literary theory, literary criticism, rhetorical theory. With advisor approval, one course toward the specialization may be taken outside English. One course may include the Capstone seminar.

Total lower division and upper division: 44 semester hours

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

The English Major: Secondary Teacher Preparation Program for English

For information on this program, see the Center for Undergraduate Teacher Preparation Program section in this Bulletin.

English Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 12-16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 12-16 semester hours

Sophomore Year

Fall Semester

- - ENGL 22xx Genres *4 semester hours*
-
- ENGL 2203 Histories: British Literature I *4 semester hours* or
- ENGL 2297 Special Studies in Histories *4 semester hours*
- - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- - ENGL 22xx Genres *4 semester hours*
-
- ENGL 2204 Histories: British Literature II *4 semester hours* or
- ENGL 2297 Special Studies in Histories *4 semester hours*
- - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

- ENGL Upper Division: Comparative *4 semester hours*
- ENGL Upper Division: Creative/Artistry *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ENGL Upper Division: Critical/Theoretical *4 semester hours*
- ENGL Upper Division: Author(s) *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- ENGL Upper Division: Specialization *4 semester hours*
- ENGL Upper Division: Specialization *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ENGL 5595 Capstone Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Note:

Upper division courses are open to juniors and seniors only. With the permission of the Chairperson, upper division courses may be open to sophomores who have taken or are concurrently enrolled in the required lower division, pre-major English courses.

Journalism, B.A.

Program Mission

As readers and writers we are concerned with stories--who tells them about whom, how they are told, how they arrive at an audience, and what happens to them when they become "public." Journalism at LMU connects the educational values of the Jesuit and Marymount traditions and the core creative and critical practices of the English Department to the rapidly changing future of global communication. Our program directly engages LMU's mission of the promotion of justice by critiquing media representations and their immediate social and political impact, and also by exploring the history of community journalism. Journalism at LMU is not

merely theoretical; we offer hands-on instruction in the reporting, writing, editing, and technological skills across multiple platforms that students need to become professional journalists. The journalism program has as its pedagogical foundation the hands-on approach of project-based learning, which connects our students to communities and lives whose stories transmit issues of social, political, cultural, and moral import. It is also rigorously interdisciplinary, incorporating instruction in film, television, photography, and radio production; communication studies; digital media; social media; and modalities not yet known or articulated. Ethical discussions suffuse the entire curriculum, first in the traditional sense of a basic professional ethics and also in the larger frame of an ethics of representation; who is reporting about whom, and why and how. Telling people's stories is our mission.

Learning Outcomes

- To acquire fluency in journalism's fundamental reporting and writing skills
- To instill information and media literacy
- To practice and critique digital modes of journalism
- To employ an interdisciplinary lens to critique the journalist's role in the media and the media's role in society
- To produce journalistic narratives through project-based learning; e.g., Los Angeles as subject
- To understand the ethical guidelines and laws that govern journalism
- To understand the history of literary practices and the history of journalism as a unique field of writing
- The ability to analyze and create within one or more literary and journalistic modes or genres

For more information about the Journalism program, please contact Director Evelyn McDonnell, Evelyn.McDonnell@lmu.edu.

Major Requirements

Students can begin their Major their first year or declare it later. They learn the foundations of reporting and writing journalism in their first two years, and explore journalism as a literary practice through foundational English courses. In their third and fourth year students learn new technological tools for storytelling, explore the ethical and critical issues that affect journalism, and begin their specialization in modes of practice or content focus. They also begin to develop specific projects drawing on LA-based subjects, culminating in a long-form capstone project their senior year. The Major also requires hands-on experience via either an off-campus internship or work with campus media.

A student wishing to declare the Journalism major must be in good academic standing with a minimum GPA of C (2.0).

Lower Division Requirements (16 semester hours):

- JOUR 2100 Language of Journalism 4 semester hours

- One course in Genres: ENGL 2200 Genres: Drama, ENGL 2201 Genres: Poetry, ENGL 2202 Genres: Fiction, or ENGL 2296 Special Studies in Genres *4 semester hours*
- One course in Histories: JOUR 2211 History of Journalism, ENGL 2203 Histories: British Literature I, ENGL 2204 Histories: British Literature II, or ENGL 2297 Special Studies in Histories *4 semester hours 4 semester hours*
- JOUR 2210 *4 semester hours*

Upper Division Requirements (25 to 28 semester hours):

- JOUR 3300 Critical and Ethical Issues in Journalism *4 semester hours*
- Experience: JOUR 4402 Internship in Media, JOUR 4469 Practicum in Journalism 1, JOUR 4470 Practicum in Journalism 2, or ASPA 3610 Asian Media Practicum (can take twice for 4 semester hours each) *4 semester hours*
- JOUR 4468 Journalism: Capstone *4 semester hours*
- One Reporting in a Genre course: JOUR 3303 Reviewing the Arts, JOUR 3310 The Human Condition: A Long-form Journalism Practicum, JOUR 4405 Literary Non-Fiction: Workshop, JOUR 4407 Investigative Reporting, JOUR 4463 The Art of the Essay, JOUR 4465 Arts and Culture Journalism, JOUR 4471 Sports Journalism, JOUR 4998 Special Studies, JOUR 5511 Political Journalism, JOUR 5590 Journalism: The Feminist Critique, JOUR 5591 Literary Journalism, or JOUR 5592 Pazz and Jop: Writing Music Criticism *4 semester hours*
- One Specialization Elective: ENGL 3374 RoadWrite, ENGL 3376 StreetWrite, ENGL 5582 Poetry of Witness; JOUR 4400 Photojournalism, JOUR 4401 Telling Stories with Sound, JOUR 4406 Journalism: Interview: Workshop, JOUR 4408 Journalism: Editing Workshop, JOUR 4409 The Reporter in the Story, JOUR 4460 From Hard News to Blogs: Post-1800 Journalism, JOUR 4464 Publishing Journalism, JOUR 4467 Journalism and Law, JOUR 4472 Video Journalism, JOUR 4473 Mobile Media Magazine, JOUR 5501 Journalism: Telling LA's Story, JOUR 5567 Style in Writing, JOUR 5574 Rhetoric and the Media; ASPA 3600 Introduction to Asian Media; IDAP 400 Introduction to Social Media; PHIL 3125 Media Ethics; CMST 2500 Media Studies, CMST 3410 Political Communication, CMST 3440 Media Criticism, CMST 3455 Public Advocacy and Activism, CMST 3460 Gender, Sexuality, and the Media, CMST 3480 Visual Communication, CMST 3510 Wires and Empires, CMST 3520 Digital Self, CMST 3530 Digital Rhetoric, CMST 3540 Environmental Communication, CMST 3590 Advanced Topics in Media Studies; FTVS 1020 Art of Screen Media, FTVS 2130 Documentary Film/Media, FTVS 2137 Global Documentary Film/Media, FTVS 3310 Film/Media and Social Justice, FTVS 3320 Introduction to Film/Media Theory; PROD 398 Special Studies (Euro Culture and Media, Documentary for Non-Majors, and Editing for Non-Majors) or approved courses to fit student interest *3 or 4 semester hours*
- JOUR UD Elective or either FFYS 1000 First Year Seminar (when taken as Writing in L.A.) or RHET 1000 Rhetorical Arts (when taken as Speaking Out) *4 semester hours*
- Production/Media Skills Courses: Four one semester hour; offerings include JOUR 3100 Shooting and Editing Photos for Journalism, JOUR 3101 Shooting and Editing Video for Journalism, JOUR 3102 Recording and Editing Audio for Journalism, JOUR 3104 Computing for Journalism, JOUR 3105 Designing for Journalism, JOUR 3106 Data Visualization for Journalism, JOUR 3107 Programming for Journalism *4 semester hours*

Total lower division and upper division: 41-44 semester hours (3-4 hours double-counted with Core)

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

Journalism Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- FFYS 1000 First Year Seminar *4 semester hours* (Recommended: Writing Los Angeles)
 - - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 12-16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours* (Recommended: Speaking Out)
 - - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 12-16 semester hours

Sophomore Year

Fall Semester

- - ENGL 22xx Genres *4 semester hours*
- JOUR 2100 Language of Journalism *4 semester hours*
 - - University Core *3-4 semester hours*
 -

- Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- JOUR 2210 Writing for Journalism: Workshop *4 semester hours*
- JOUR 2211 History of Journalism *4 semester hours*
- or

ENGL 2204 Histories: British Literature II

or

ENGL 2297 Special Studies in Histories

- - University Core *3-4 semester hours*
 - University Core *3-4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

- JOUR 3300 Critical and Ethical Issues in Journalism *4 semester hours*
 - - JOUR Production/Technical Labs *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- Reporting in a Genre *4 semester hours*
- JOUR UD Elective or either FFYS 1000 Writing in LA or RHET 1000 Speaking Out *4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- JOUR 4402 Internship in Media *4 semester hours* or
- JOUR 4469 Practicum in Journalism 1 *4 semester hours* or

- JOUR 4470 Practicum in Journalism 2 4 *semester hours*
- -
 - Specialization Journalism Elective 4 *semester hours*
 -
 - University Core 3-4 *semester hours*
 -
 - Upper Division Elective 3-4 *semester hours*

Total: 14-16 semester hours

Spring Semester

- JOUR 4468 Journalism: Capstone 4 *semester hours*
- - Upper Division Elective 3-4 *semester hours*
 -
 - Upper Division Elective 3-4 *semester hours*
 -
 - Upper Division Elective 3-4 *semester hours*

Total: 13-16 semester hours

Note:

Upper division courses are open to juniors and seniors only. With the permission of the Chairperson or the Director, upper division courses may be open to sophomores who have taken or are concurrently enrolled in the required lower division, pre-major English courses.

Students who wish to double major in English and Journalism may double-count up to three courses. Students who wish to major in Journalism and minor in English may double-count one course.

Masters

English, M.A.

Degree Requirements

Work for the degree of Master of Arts in English includes a minimum of 10 courses (30 semester hours) plus the Capstone Portfolio Project (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 for full-time students) and a Major Writer Seminar. All students must take at least four courses at the 6000 level. Courses in the 5000 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 (4)
- Literature and Theory Electives (3)

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)

Capstone Portfolio Project

The Capstone Portfolio Project is a culminating project that requires students to work under the supervision of an advisor to create a critical or creative portfolio that highlights his/her research or creative interests. The portfolio is evaluated by the advisor and a second reader for quality of work and mastery of skills acquired throughout the graduate program.

Details of requirements, evaluation, and deadlines are described in the Capstone Requirements Handbook available on the Department website.

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.
- Master professional writing skills for tasks including book reviews, abstracts, short critical essays, and research projects.
- Gain experience giving presentations and making submissions for professional publications and/or conferences.
- Engage critically and deeply with a range of literatures and literary theories.
- Engage critically the content and practices of your chosen emphasis (Literature; Creative Writing; Rhetoric and Composition).

Minor

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). The minor requires a minimum of 20 semester hours beyond 1000-level courses.

Lower Division Coursework:

I. Foundations (8 semester hours--2 courses):

No more than 4 semester hours can be taken in one category.

- a. Histories
- b. Genres

Upper Division Coursework

II. Explorations (12 semester hours--3 courses):

No more than 4 semester hours can be taken in one category.

- a. Author(s)
- b. Critical/Theoretical
- c. Comparative
- d. Creative/Artistry

Note:

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

Journalism Minor

Requirements

Open to all majors. Students who wish to major in English and minor in Journalism may double count one course.

20 semester hours of coursework with a C (2.0) or better in each class. Two courses are required: 1) [JOUR 2100 Language of Journalism](#), and 2) [JOUR 3300 Critical and Ethical Issues in Journalism](#). In addition, students must take three Journalism electives, equivalent to 12 semester hours, which can include JOUR 2210 Writing for Journalism or any other JOUR course. The lower division requirement ([JOUR 2100](#)) 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 [JOUR 2100](#) and enroll in [JOUR 2210 Writing for Journalism](#):

[Workshop](#) instead, if they can demonstrate (via résumé and portfolio) significant secondary or post-secondary journalism proficiency and experience. A course list follows:

1. Two required courses

(8 semester hours)

- [JOUR 2100 Language of Journalism](#) 4 semester hours or
- [JOUR 2210 Writing for Journalism: Workshop](#) 4 semester hours or
- [JOUR 3300 Critical and Ethical Issues in Journalism](#) 4 semester hours

2. Three Journalism Electives

12 semester hours

Total: 20 semester hours

[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.

[Geography](#)

Director

Peter Hoffman

Objectives

Geography is one of the fundamental disciplines in the social sciences and an essential component in a liberal arts education. The critical importance of geography and the topics addressed by the discipline are recognized by its inclusion in the core curricula of the Bellarmine College of Liberal Arts, the College of Communication and Fine Arts, and the School of Film and Television.

Geography examines the relationships between people and their environment--its focus is sometimes simply referred to as "human ecology." With a distinctly spatial perspective, geography examines the wide range of places that humans have come to occupy on the Earth. Critical to that examination are an analysis of the ways in which people have modified the environment, for both better and worse, and the long term consequences of such modifications. Geography has also traditionally been the discipline that engages in the systematic study of the world's diverse countries and regions. With the dramatic political and economic transformations occurring throughout the world as a result of contemporary globalization, regional geographic analysis represents a continuing challenge to the discipline and gains greater importance every day.

Geography Student Learning Outcomes

By virtue of their Geography courses, students should know:

- The general global patterns of major geographic elements and processes
- The regional structures and expressions of human environmental relationships associated with the modern and postmodern realm
- The structures and expressions of human settlement associated with the developed realms/core and those associated with the less developed realm/periphery
- The basic research questions and agendas associated with human and regional geography
- The common theories, practices, and methodologies employed in contemporary human geography
- The global patterns of contemporary societies differentiated by their social and economic structures, values, and practices;

By virtue of their Geography courses, students should be able to:

- Effectively employ contemporary social science methodology in the analysis of environmental and geographic issues
- Demonstrate written and oral competencies in the analysis of environmental and geographic issues and policy
- Identify and utilize appropriate primary data for the analysis of environmental and geographic issues
- Apply their understanding of environmental and geographic issues to the development and critical analysis of programs and policies appropriate to addressing contemporary social and economic problems;

By virtue of their Geography courses, students should value:

- Diverse perspectives in the analysis and assessment of human environmental issues and global policies
- Thoughtful analysis of the implications of human population growth and evolving technologies in the context of social justice and sound environmental practices
- Rigorous, scientific research that enlightens human ecology and contributes to the resolution of social and environmental problems
- Community-based participation in the development of programs and policies that contribute to social, economic, political, and environmental improvement.

Health and Society

Minor

Health and Society Minor

Director: Rachel Washburn

Health and Society is an interdisciplinary minor designed to provide undergraduate students with training in the social foundations of health. This includes, but is not limited to, how social

arrangements shape morbidity and mortality patterns across different populations; the organization and financing of health care; how culture informs ideas and practices related to bodies, illness, and disease; and how people experience and make sense of illness in their everyday lives.

The minor requires students to take five courses, including HEAS 2000 Introduction to Health and Society and four additional courses selected from an approved list. Courses are offered in Bioethics, Biology, Economics, Film and Television Studies, Health and Human Sciences, History, Psychology, Sociology, and Women's and Gender Studies. Key features of the program include: 1) an interdisciplinary and rigorous approach to understanding historic and contemporary social forces that impact health, and 2) a flexible curriculum that allows students to focus on specific issues or perspectives of interest.

Students completing the minor will know about historic and current efforts aimed at improving the health of populations and should be able to use different disciplinary lenses to analyze how social forces shape health, broadly defined. They should also be able to formulate macro- and/or micro-level interventions aimed at reducing disease burdens on particular populations.

Health and Society Learning Outcomes

- Be able to identify the conceptual and methodological tools employed in different disciplines to study health, disease, and the body
- Be able to analyze how social forces (e.g., culture, policies, racism, class structures) shape health
- Be able to gather and analyze information related to specific health topics
- Know about specific historic and/or current efforts to improve the health of populations

Minor Requirements

LMU students wishing to declare the Health and Society 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 on academic probation.

The minor requires the completion of five courses (15-20 semester hours; units may vary depending on the mix of courses taken given different college/school policies on the number of semester hours offered for courses). The only required course in the minor is HEAS 2000 Introduction to Health and Society, which introduces students to important conceptual frameworks and prepares them for interdisciplinary coursework. Students must adhere to the following program guidelines:

1. In addition to HEAS 2000 Introduction to Health and Society, students may only take ONE additional lower-division course.
2. At least 10 semester hours of upper-division coursework.
3. No more than two courses may be taken from the same department or program.
4. A minimum grade of C (2.0) is required in HEAS 2000 Introduction to Health and Society in order to progress in the minor.
5. An average grade of C (2.0) is required in courses included in the minor.

6. Students must complete a minimum of 6 units in HEAS that do not count towards any other program in which they are enrolled.

Other courses that count towards the minor, include, but are not limited to the following:

- AFAM 3998 Special Studies 1 TO 4 semester hours (when offered as Race, Health, and Social Justice)
- BIOE 1000 Introduction to Bioethics 4 semester hours
- BIOL 276 Epidemics and Infectious Diseases 3 semester hours
- CMST 3325 Communication and Healthcare 4 semester hours
- EVST 3998 Special Studies 1 TO 4 semester hours (when offered as Agriculture, Food, and Justice)
- FTVS 3230 Technology/Aesthetics 4 semester hours
- FTVS 4600 Film Genre 4 semester hours (when offered as Horror and Reproductive Health)
- FTVS 4700 Special Topics Theory/History 4 semester hours (when offered as Science Fiction and Biopolitics)
- HHSC 312 Healthcare Administration 3 semester hours
- HHSC 322 Public Health 3 semester hours
- HHSC 344 Global and Community Health 3 semester hours
- HHSC 498 Special Studies 1 TO 4 semester hours (when offered as Health Services for Marginalized Populations)
- HIST 1900 Science, Nature, and Society 4 semester hours
- HIST 4433 Health and Disease in American Culture 4 semester hours
- JOUR 3998 Special Studies 1 to 4 semester hours
(when offered as Health & Science Journalism)
- PSYC 3019 African and Black Psychology 4 semester hours
- PSYC 3998 Special Studies 1 TO 4 semester hours (when offered as Refrigerator Moms and Wild Boys or Poverty and Community Resilience)
- PSYC 4033 Community Psychology 4 semester hours
- SOCL 3150 Sociology of Health and Illness 4 semester hours
- SOCL 3250 Health and Social Justice 4 semester hours
- SOCL 3998 Special Studies 1 TO 4 semester hours (when offered as Drugs and Society)
- URBN 3046 Sustainable Cities 4 semester hours
- WGST 2200 Women's Bodies, Health, and Sexuality 4 semester hours
- WGST 3998 Special Studies 1 TO 4 semester hours (when offered as Gender and Disability)

History

Faculty

Chairperson: TBD

Professor: Nigel A. Raab

Associate Professors: Cara Anzilotti, Carla J. Bittel, Constance J.S. Chen, Elizabeth Drummond, Kevin McDonald, Margarita Ochoa, Anthony M. Perron, Nicolas Rosenthal, Amy Woodson-Boulton

Assistant Professors: Sean Dempsey, S.J., Meng Zhang

Mission Statement

The study of history is integral to Loyola Marymount University's mission as a university in the Jesuit/Marymount, Catholic, and liberal arts traditions. Through intellectually demanding courses, it cultivates an understanding of both familiar and unfamiliar pasts and cultures and emphasizes how today's world evolved out of the contingent actions of and interactions between individuals and groups of people in the past. The study of history enables you 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 between events at diverse times and places, and into the dynamism of structures and beliefs that can otherwise appear fixed or predetermined. The history curriculum will train you to be alert, critical, and inquisitive, able to identify your sources' biases and to contextualize their positions. Studying a broad range of places and times, you will become an informed global citizen, able to participate in public life with articulate, effective, and persuasive arguments. As you master a wide body of knowledge, you will gain cultural literacy and sensitivity, aware of your particular perspective while respecting others' backgrounds and points of view. Your own research will demonstrate that historical interpretation is always changing, while your ability to make sense of complex problems will make you an effective decision-maker. When you graduate, you will be prepared to follow any career you choose, armed with knowledge, skepticism, empathy, and eloquence. The history curriculum at LMU 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.

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.

Bachelors

History, B.A.

Objectives

History is the study of the human past as it is constructed and interpreted with human artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the skillful use of an evolving set of practices and tools.

As an inquiry into human experience, history requires that we consider the diversity of human experience across time and place.

As a public pursuit, history requires effective communication to make the past accessible; it informs and preserves collective memory; it is essential to active citizenship.

As a discipline, history requires a deliberative stance towards the past; the sophisticated use of information, evidence, and argumentation; and the ability to identify and explain continuity and change over time. Its professional ethics and standards demand peer review, citation, and acceptance of the provisional nature of knowledge.

The LMU History Department's core competencies and student learning outcomes are adapted from the AHA Tuning Project: History Discipline Core (see <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>).

History Student Learning Outcomes

1. Build historical knowledge.
 - a. Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
 - b. Recognize how humans in the past shaped their own unique historical moments and were shaped by those moments.
 - c. Develop a body of historical knowledge with breadth of time and place--as well as depth of detail--in order to discern context.
 - d. Distinguish the past from our very different present.
2. Develop historical methods.
 - a. Recognize history as an interpretive account of the human past--one that historians create in the present from surviving evidence.
 - b. Collect, sift, organize, question, synthesize, and interpret complex material.
 - c. Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.
 - d. Develop empathy toward people in the context of their distinctive historical moments.
3. Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.
 - a. Welcome contradictory perspectives and data, which enable us to provide more accurate accounts and construct stronger arguments.
 - b. Describe past events from multiple perspectives.
 - c. Explain and justify multiple causes of complex events and phenomena using conflicting sources.
 - d. Identify, summarize, appraise, and synthesize other scholars' historical arguments.
4. Apply the range of skills it takes to decode the historical record because of its incomplete, complex, and contradictory nature.
 - a. Consider a variety of historical sources for credibility, position, perspective, and relevance.

- b. Evaluate historical arguments, explaining how they were constructed and might be improved.
 - c. Revise analyses and narratives when new evidence requires it.
- 5. Create historical arguments and narratives.
 - a. Generate substantive, open-ended questions about the past and develop research strategies to answer them.
 - b. Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.
- 6. Use historical perspective as central to active citizenship.
 - a. Apply historical knowledge and historical thinking to contemporary issues.
 - b. Develop positions that reflect deliberation, cooperation, and diverse perspectives.

Major Requirements

Minimum of 39 semester hours, distributed as follows and chosen in consultation with the student's advisor:

Lower Division Requirements:

- HIST 1995 Introduction to History *1 semester hour*
- One lower-division seminar: HIST 2000, HIST 2050, HIST 2200, HIST 2450, HIST 2500, HIST 2600, HIST 2700, HIST 2800, or HIST 2910.
- Note: FFYS 1000 sections taught by History faculty may count towards the major; HIST 1xxx courses fulfill the University Core Explorations: Historical Analysis and Perspectives requirement; and HIST 2300-49 courses fulfill the University Core Foundations: Studies in American Diversity requirement, in addition to counting towards the major.

Upper Division Requirements:

- One upper-division seminar (HIST 5000-5899)
- HIST 5995 Capstone ePortfolio *1 semester hour*

Major Electives

Eight (8) additional History courses (excluding 1- and 2-unit courses). Five (5) of the eight (8) courses must be upper-division History courses: HIST 3xxx, HIST 4xxx, or HIST 5xxx.

Generalist or Specialist Track:

History majors have a choice of two tracks: the Generalist Track or the Specialist Track.

Generalist Track

The Generalist Track is an opportunity for students to develop a broad understanding of historical developments and approaches by taking a wide range of courses from different geographical regions and time periods. The Generalist Track develops students' historical literacy as well as the critical thinking and writing skills that prepare them for a wide variety of careers. In addition to the above requirements, majors in the Generalist Track must take at least 2 courses per geographical region:

- Europe: HIST 1000-1299, 2001-2299, 3100-3299, 4100-4299, and 5100-5299
- US: HIST 1300-1499, 2300-2499, 3300-3499, 4300-4499, and 5300-5499
- World Regions: HIST 1500-1899, 2500-2899, 3000-3099, 3500-3899, 4000-4099, 4500-4899, 5000-5099, and 5500-5899

Specialist Track

The Specialist Track offers students the opportunity to "specialize" their program of study on a particular set of issues and themes. The Specialist Track enables students to focus on particular areas of interest in the History major and to develop expertise in a given area, often in connection with a desired career pathway. In addition to the above requirements, majors in the Specialist Track must take:

- At least 1 course per geographical region:
 - Europe: HIST 1000-1299, 2001-2299, 3100-3299, 4100-4299, and 5100-5299
 - US: HIST 1300-1499, 2300-2499, 3300-3499, 4300-4499, and 5300-5499
 - World Regions: HIST 1500-1899, 2500-2899, 3000-3099, 3500-3899, 4000-4099, 4500-4899, 5000-5099, and 5500-5899
- At least 3 courses in one of the following concentrations:
 - **Public and Applied History (HPAH):** Students will focus on debates in public history, including questions of history, memory, commemoration, and identity in the public sphere, as well as issues related to the presentation of public narratives of history (e.g., in textbooks, museums, online). Students will also apply their skills of historical analysis on the practice of public history--e.g., by curating museum exhibits, by creating public history websites or blogs, and/or by interning in museums and archives. In doing so, students will apply historical knowledge to address issues of contemporary relevance and will demonstrate, to those outside of academia, the importance of historical thinking for understanding issues in the contemporary world, as well as the nature of history as a process of continual re-interpretation.
Courses include: HIST 2910, HIST 3910, HIST 4273, HIST 4910, and other courses with the HPAH attribute.
 - **Law, Politics, and Society (HLPS):** Students will explore interrelationships of legal, social, and political issues in their historical context. Students will analyze law as a social institution; the intersections between law and categories such as religion, race, gender, and class; the role of law in social, political, economic, and cultural life; and the ways in which law reflects and informs social and cultural values and practices.
Courses include: HIST 1300, HIST 1500, HIST 3706, HIST 4132, HIST 4150, HIST 4302,

- HIST 4303, HIST 4305, HIST 4432, HIST 4450, HIST 4520, HIST 4705, and other courses with the HLPS attribute.
- **Global Economies, Encounters, and Exchange (HGEE):** Students will investigate the history of global interconnectedness, trade, and intercultural encounters and exchange. Rather than understanding world history as a collection of histories of separate regions, students will analyze world history as a series of developments that crossed state and regional lines, including the evolution of the world economy and the integration of national and regional economies, trade, migration, cultural exchange, technology transfer, colonialism and post-colonialism, and the transnational histories of race, gender, and religion.
Courses include: HIST 1010, HIST 1050, HIST 1060, HIST 1120, HIST 1130, HIST 1200, HIST 1204, HIST 1301, HIST 1401, HIST 1500, HIST 1520, HIST 1600, HIST 1800, HIST 3810, HIST 4010, HIST 4020, HIST 4050, HIST 4132, HIST 4134, HIST 4205, HIST 4215, HIST 4230, HIST 4250, HIST 4281, HIST 4300, HIST 4402, HIST 4423, HIST 4520, and other courses with the HGEE attribute.
 - **Race, Gender, and Culture (HRGC):** Students will take an intersectional approach to the study of identity, analyzing how race and gender have shaped personal identity, understandings of collective belonging, social difference, structures of power and inequality, belief systems, and political and social action. Students will explore how race and gender have intersected with--sometimes constituting, sometimes supporting, and sometimes undermining--other categories of identity and social organization, including class, religion, and nation.
Courses include: HIST 1201, HIST 1300, HIST 1301, HIST 1400, HIST 1401, HIST 1510, HIST 1700, HIST 1750, HIST 2300, HIST 2400, HIST 2405, HIST 2410, HIST 2420, HIST 3252, HIST 3272, HIST 3600, HIST 3702, HIST 4050, HIST 4126, HIST 4205, HIST 4215, HIST 4225, HIST 4250, HIST 4273, HIST 4302, HIST 4305, HIST 4401, HIST 4403, HIST 4410, HIST 4411, HIST 4412, HIST 4423, HIST 4425, HIST 4427, HIST 4430, HIST 4431, HIST 4432, HIST 4433, HIST 4440, HIST 4441, HIST 4453, HIST 4540, HIST 4700, HIST 4830, and other courses with the HRGC attribute.
 - **Environment, Science, and Technology (HEST):** Students will examine how the natural environment, as well as humans' efforts to understand and control it (e.g., through agriculture, science, and technology) have shaped human history. Students will employ a variety of analytical lenses to explore science, the development of technology, and humans' relationships with nature in relation to broader historical contexts, and as products and producers of those contexts.
Courses include: HIST 1060, HIST 1900, HIST 3452, HIST 3820, HIST 4411, HIST 4433, and other courses with the HEST attribute.
 - **Individual Program:** Students may design an individual area of concentration in consultation with a faculty advisor and with the approval of the Department Chair. The Individual Program must incorporate courses offered in the department and may not be fulfilled merely through independent studies courses (including the senior thesis).

Note:

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

History Model Four-Year Plan

The normal course load is 16 semester hours (4 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, provided students take an average of 16 hours each semester.

Freshman Year

Fall Semester

- HIST 1995 Introduction to History *1 semester hours*
 - - HIST 1000-level *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 14-17 semester hours

Spring Semester

- - HIST 2300-49 or 2400-49 *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- HIST Lower Division Seminar (HIST 2000, HIST 2050, HIST 2200, HIST 2450, HIST 2500, HIST 2600, HIST 2700, HIST 2800, or HIST 2910) *4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- HIST Lower or Upper Division *4 semester hours*

- HIST Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

- HIST Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- HIST Upper Division *4 semester hours*
- HIST Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- HIST Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- HIST Upper Division Seminar 5000-5899 *4 semester hours*
- HIST 5995 Capstone ePortfolio *1 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-17 semester hours

Secondary Teacher Preparation Program in Social Science (History)

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

Minor

History Minor

Minor Requirements

A minimum of 18 semester hours, including at least 3 upper-division courses: HIST 3xxx courses, HIST 4xxx courses, and HIST 5xxx courses. History minors have a choice of two tracks: the Generalist Track or the Specialist Track:

- Generalist Track: At least one course per geographical region:
 - Europe: HIST 1000-1299, 2001-2299, 3100-3299, 4100-4299, and 5100-5299.
 - US: HIST 1300-1499, 2300-2499, 3300-3499, 4300-4499, and 5300-5499.
 - World Regions: HIST 1500-1899, 2500-2899, 3000-3099, 3500-3899, 4000-4099, 4500-4899, 5000-5099, and 5500-5899.
- Specialist Track: At least 3 courses in one of the concentrations described above (see History Major Specialist Track requirements).

History Minor for Liberal Studies Major

LBST students with a HIST concentration who wish to complete a HIST minor must fulfill all of the requirements of the LBST major and the HIST concentration **and** must also take one additional upper-division HIST elective. The History minor for Liberal Studies majors is 28 semester hours, including: HIST 1010; HIST 1050 or HIST 1060; HIST 1300, HIST 1301, or HIST 1401; 1 lower-division World Regions course (HIST 15xx, HIST 16xx, HIST 17xx, HIST 18xx, HIST 25xx, HIST 26xx, HIST 27xx, HIST 28xx); HIST 4412; and 2 upper-division electives.

Humanities (Please note: Not admitting new students at this time)

Director

Alexandra Neel

Faculty

Professor: Áine O'Healy

Associate Professor: Alexandra Neel

Bachelors

Humanities, B.A.

Please note: Not admitting new students at this time.

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 that draws on courses taught in several departments in the Bellarmine College of Liberal Arts (History, English, Classics, Philosophy, Theological Studies, Modern Languages and Literatures) and the College of Communication and Fine Arts (Art History). In the first two years the student acquires a broad background in the arts, history, and literature. Language study through the intermediate level is also required. In the second two years, the student concentrates in a particular area of interest. The concentration consists of four (4) upper-division courses taken from departmental offerings in Archaeology, Art History, Classics, English, French, German, Greek, History, Italian, Latin, Philosophy, Spanish, Theological Studies, or various area studies, including African American Studies, Asian and Pacific Studies, Chicana/o and Latina/o Studies, and Women's and Gender Studies. The concentration is then supported by three (3) upper-division courses from one or two supporting fields selected in consultation with the Humanities advisor. All Humanities majors are required to complete, in their final semester, a Capstone Project (HMNT 4997), which marks the culmination of the student's interdisciplinary course of study.

The program provides students with the motivation, knowledge, and skills necessary to read, write, and think critically about the issues that have occupied the writings of humanists for centuries, as well as to examine, question, and challenge their own moment in cultural history in light of the values associated with humanism.

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 disciplinary area that 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 at least two different disciplines representing their concentration and supporting field of study
- 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:

19 semester hours distributed as follows:

8 semester hours from:

- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
- ARHS 2004 Modernism *4 semester hours*

3 semester hours in Studio or Performance Arts.

8 semester hours from one of the following language sequences:

- CHIN 2103 Chinese 3 *4 semester hours*
- CHIN 2104 Chinese 4 *4 semester hours*
-
- FREN 2103 French 3 *4 semester hours*
- FREN 2104 French 4 *4 semester hours*
-
- GRMN 2103 German 3 *4 semester hours*
- GRMN 2104 German 4 *4 semester hours*
-
- ITAL 2103 Italian 3 *4 semester hours*
- ITAL 2104 Italian 4 *4 semester hours*
-
- JAPN 2103 Japanese 3 *4 semester hours*
- JAPN 2104 Japanese 4 *4 semester hours*
-
- MDGK 2203 Intermediate Modern Greek I *4 semester hours*
- MDGK 2204 Intermediate Modern Greek II *4 semester hours*

-
- SPAN 2103 Spanish 3 *4 semester hours*
- SPAN 2804 Stylistics and Composition 4 *semester hours*

Note:

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:

- 16 semester hours in concentration in a departmental major.
- 12 semester hours in one or two fields which supports the concentration.

And, in the final semester

2 semester hours focusing on the Capstone Project (HMNT 4997).

Note:

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 16 semester hours (4 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

- FFYS 1000 First Year Seminar *4 semester hours*
 -
 - Foreign Language (2101-level) *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours*
 - - Foreign Language (2102-level) *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours* or
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours* or
- ARHS 2004 Modernism *4 semester hours* or
 - - Performing Arts *3 semester hours*
 -
 - - Foreign Language (2103-level) *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-15 semester hours

Spring Semester

- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours* or
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours* or
- ARHS 2004 Modernism *4 semester hours* or
 - - Performing Arts *3 semester hours*
 -
 - - Foreign Language (2104-level, or FREN 2104, or SPAN 2804) *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-15 semester hours

Junior Year

Fall Semester

- Upper Division Concentration *4 semester hours*
- Upper Division Support Field *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- Upper Division Support Field *4 semester hours*
- Upper Division Concentration *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- Upper Division Support Field *4 semester hours*
- Upper Division Concentration *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- HMNT 4997 Capstone Project *2 semester hours*
 - - Upper Division Concentration *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 12-14 semester hours

Irish Studies

Director

Dermot Ryan

Minor

Irish Studies Minor

Objectives

Irish Studies is an interdisciplinary minor designed to complement a wide variety of majors by providing students with an understanding of the 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, an emigrant diaspora, and as the gateway to Europe. 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 serving the Southern California Irish community and serving students who aspire to a greater understanding of Ireland's cultural, artistic, political, economic, and diplomatic contributions, the minor in Irish Studies is designed to be not merely interdisciplinary but intercultural. 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 Ireland's 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 eight 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.

20 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 eight semester hours (2 such courses) may be applied toward the 20 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

Minor

Jewish Studies Minor

Objectives

Jewish Studies provides an academically rigorous minor to examine Jewish history, culture, faith, and practice in its unity and diversity across geographic, political, historical, religious, and aesthetic boundaries and dimensions.

The Jewish Studies program is unique in that it provides:

1. A rigorous foundation for the academic minor, including interfaith study abroad courses
2. Regular opportunities for engaged learning, such as endowed lectureships, partnerships, and collaborations with museums, local and international colleges and universities, and Jewish organizations in Los Angeles; and special events for the University and the community. The Jewish Studies program sponsors three endowed events each year, which Jewish Studies minors can actively participate in.
3. Jewish Studies Scholarships, Fellowships, and Awards are available for academic excellence, student travel and research, financial need, and other special considerations.
4. The LMU Interfaith Course Development Grant is awarded each Fall to a faculty member to expand the course offerings in the area of interfaith relations.

The Jewish Studies program provides students with a diversity of Jewish perspectives and is open to students of all faiths and backgrounds. Through education and community outreach, the Jewish Studies program offers a profound 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 to act together upon such respect and understanding.

Faculty from a range of departments, schools, and colleges teach courses in Jewish Studies, many of which are cross-listed with Core and other University requirements. For questions relating to these and other matters in Jewish Studies, students should consult the Director of the Jewish Studies program.

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.

Study Abroad

LMU Jewish Studies offers two Study Abroad courses, alternating each summer: "Literature and Faith in the Holy Land," in Israel; and "Poland and the Holocaust," in Poland. In consultation with the Director, one or both of these courses can be applied toward the Jewish Studies minor. The LMU Semester exchange at Hebrew University in Jerusalem, and Study Abroad courses offered through other programs or colleges, may also satisfy Jewish Studies' requirements.

Jewish Studies Minor Requirements

The foundational courses for the Jewish Studies minor address its interdisciplinary nature and the Jewish Studies mission to provide opportunities to engage the community. The required 20 semester hours must include JWST 3000 Modern Jewish History, JWST 3750 Judaism: Religion, History, and Culture (Ancient through Modern), two courses from the University Core, such as First Year Seminar: Literature of Exile and Terror, First Year Seminar: Modern Jewish Literature; Explorations: Ideas of Zionism; Integrations: The History and Psychology of the Holocaust and Genocide. In consultation with the Program Director, other Core courses may satisfy this requirement. The final course requirement can be chosen from JWST 4900 Capstone Project, an approved Study Abroad course, or an approved course in Jewish literature, film, or culture.

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

Bachelors

Liberal Studies, B.A.

Objectives

The Liberal Studies program enables the student to meet elementary education Multiple Subject teacher preparation standards. 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 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 key components to the Liberal Studies major:

I. University Core Curriculum

48 semester hours

Subject-matter requirements for Liberal Studies majors are specific 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 six core "flags."

Foundations

- FFYS 1000 First Year Seminar FFYS Core (3 OR 4 semester hours)
- RHET 1000 Rhetorical Arts (3 OR 4 semester hours)
- Quantitative Reasoning: MATH 106 Mathematics for Elementary Teachers I (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 (4 semester hours)
- Philosophical Inquiry (4 semester hours)
- Studies in American Diversity: Choose from advisor-approved list of ethnic studies related content (4 semester hours)

Explorations

- Creative Experience: ART 250 Visual Arts for the Elementary Educator (3 semester hours)
- Historical Analysis and Perspectives: Select from advisor-approved list (4 semester hours)
- Nature of Science, Technology, and Mathematics: SCEM 270 Experimenting in Science I (4 semester hours)
- Understanding Human Behavior: PSYC 1000 General Psychology (4 semester hours)

Integrations:

Choose from advisor-approved list for Interdisciplinary Connections as well as for Ethics and Justice.

- Faith and Reason (4 semester hours)
- Ethics and Justice (3-4 semester hours)
- Interdisciplinary Connections: LBST 4900 Education and Global Issues (4 semester hours)

Flags

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

- Writing (2 flags)
- Oral Skills (1 flag)
- Information Literacy (1 flag)
- Quantitative Reasoning (1 flag)
- Engaged Learning (1 flag)

II. Liberal Studies Major Requirements

55 semester hours

- ART 250 Visual Arts for the Elementary Educator *3 semester hours*
- DANC 363 Multiple Ways of Knowing and Showing: Music and Dance *3 semester hours*
- DANC 385 Movement Arts for Children *3 semester hours*
- ENGL 3346 Children's Literature *4 semester hours*
- GEOG 2000 World Geography *4 semester hours*
- HIST 1010 Premodern World History *4 semester hours*
-
- HIST 1050 Modern World History *4 semester hours*
- or
- HIST 1060 Modern Global Environmental History *4 semester hours*
-
- HIST 1300 Becoming America *4 semester hours* (or other advisor-approved course, such as HIST 1301 or HIST 1401)
- HIST 4412 History of California *4 semester hours* (or advisor-approved course in history of California)
- LBST 4900 Education and Global Issues *4 semester hours*
- MATH 106 Mathematics for Elementary Teachers I *3 semester hours*
- MATH 207 Mathematics for Elementary Teachers II *3 semester hours*
- PSYC 1000 General Psychology *4 semester hours*
- SCEM 270 Experimenting in Science I *4 semester hours*
- SCEM 271 Experimenting in Science II *4 semester hours*

III. Education Program Requirements

27 semester hours

Liberal Studies majors will engage with the Education Program through rigorous curriculum rooted in theory, as well as enriching dialogue that will both challenge constructs and push students to grow. The Education requirements are also deeply rooted in fieldwork and clinical experiences that provide opportunities to implement the theories and content being learned. Through the Education Program Requirements, students in the Liberal Studies major can earn a Preliminary Multiple Subjects Credential. Students interested in teaching in bilingual settings may also add a Bilingual Authorization to their Preliminary Multiple Subjects Credential. The Bilingual Authorization is offered in Spanish and Mandarin.

Per Federal Regulation 34 CFR 668.43(a)(5)(v), all LMU School of Education credential/licensure programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC) and for the CA Board of Behavioral Sciences, as appropriate. The institution (LMU) has not made a determination as to whether these credential, licensure, and professional preparation programs meet the requirements of states outside of California. If you are interested in practicing outside the state of California, it is recommended that you contact the respective licensing entity of that state to seek information or

guidance regarding their licensure and credential requirements in advance to allowing appropriate planning.

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours **
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours **
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours **
- EDES 506 Using Technology in the Classroom *1 semester hours **
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours **
- EDES 519 Clinical Supervision 1 *1 semester hours **
- EDES 508 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom *3 semester hours **
- EDES 522 Elementary Clinical Supervision 2 *1 semester hours **
- EDES 509 STEM Integrated Methodology and Elementary Curriculum *3 semester hours **
- EDES 523 Elementary Clinical Supervision 3 *1 semester hours **

Note:

* Starred courses to be taken after formal acceptance into the LMU School of Education. Acceptance into these programs requires a cumulative GPA of 3.0.

Education Director: Annette Pijuan Hernandez, Annette.Hernandez@lmu.edu, UH 2600

Education Advisor: Michael Cersosimo, Michael.Cersosimo@lmu.edu, UH 2100

IV. Electives

5-8 semester hours

Liberal Studies majors fulfill the Multiple Subjects student teaching requirement for the teaching credential by completing 3 semester hours of Elementary Teaching Seminar and 2-5 semester hours of Elementary Clinical Supervision 4, which are applied toward both the semester hour requirement for the baccalaureate degree in Liberal Studies and the requirements for the credential within the state of California. Whereas the B.A. degree in Liberal Studies and California teaching credential are separate, many requirements for the credential are earned through fulfilling the B.A. requirements, including student teaching, where this is met through elective units taken as Elementary Teaching Seminar (EDES 510) and Elementary Clinical Supervision 4 (EDES 524).

V. Concentration

12-20 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. Students must declare a concentration by the fall semester of their sophomore year. See the Bulletin for qualifying concentrations and their specific requirements.

Bilingual Authorization (*9 semester hours*)

Credential candidates with the demonstrated 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, including the concentration in Bilingualism and Biliteracy. See the Director of Bilingual Programs if interested in earning the Bilingual Authorization.

Concentrations

Bilingualism and Biliteracy (BLBL)--12-13 semester hours

The Liberal Studies concentration in Bilingualism and Biliteracy is designed to allow credential candidates with the requisite language proficiency to also earn the Bilingual Authorization to teach bilingually, which at LMU currently is offered in Spanish and Mandarin. Required coursework includes the study of methodology, culture, and the processes of bilingualism and biliteracy. Students earning the authorization are required to do half of their student teaching in a bilingual setting as well. The required authorization courses follow either the Spanish or Mandarin track for a total of 9 semester hours. For students earning the LBST concentration in bilingualism and biliteracy, an additional upper division course, approved by the Director of Bilingual Programs at LMU will be required, for a total of 12-13 semester hours.

- Bilingualism and Biliteracy: Spanish Track
 - EDES 416 Methodology for Primary Language Instruction in a Bilingual Setting (3 semester hours)
 - EDES 418 Bilingualism and Biliteracy (3 semester hours)
 - EDES 420 Chicano/Latino Cultures: An Interdisciplinary Perspective (3 semester hours)
 - One additional concentration-related course as approved by the Bilingual Programs Director (3-4 semester hours)
- Bilingualism and Biliteracy: Mandarin Track
 - EDES 418 Bilingualism and Biliteracy (3 semester hours)
 - EDES 430 Methodology for Chinese Language Instruction in Bilingual Settings (3 semester hours)
 - EDES 431 American/Chinese/American-Chinese Cultures: An Interdisciplinary Perspective (3 semester hours)
 - One additional concentration-related course as approved by the Bilingual Programs Director (3-4 semester hours)

Dr. Marta Sanchez, marta.sanchez@lmu.edu, 310-338-1617, Department of Teaching and Learning

Dance (DANC)--18 semester hours

The Dance curriculum builds upon the foundation of dance as a humanistic experience. The study of dance as an art form serves as the heart of the course of study. Studio and theory coursework are designed to integrate practical dance experience with more formal academic study so that the student is educated as a dancer who can perform, write, and speak about the art of dance and dancing.

- DANC 160 Fundamentals of Dance Composition I: The Choreographic Process (3 semester hours)
- DANC Theory upper division courses (9 semester hours), exclusive of DANC 385 (c.f., Bulletin for courses designated as Theory)
- DANC Technique upper division courses (6 semester hours) (c.f., Bulletin for courses designated as Theory)

The Dance concentration constitutes a minor in DANC. Students should be aware that DANC 363 and DANC 385 cannot be applied towards the concentration requirement, although the Bulletin lists them among the options for the Theory requirement for the minor.

Dr. Rosalynde LeBlanc Loo, rosalynde.loo@lmu.edu, 310-338-1635, Burns Fine Arts Center 249

Early Childhood Education (ECED)--12 semester hours

The concentration in Early Childhood Education is designed for Liberal Studies majors with an interest in the development of children, from prenatal development to age eight. Students will comprehensively examine the whole child, 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 developmentally appropriate best practices. Coursework includes an emphasis on significant issues found in early childhood education, such as environmental influences from the family and community, children with special needs, diversity, second language learners, and social justice.

- EDES 405 Infancy (3 semester hours)
- EDES 406 Early Childhood (3 semester hours)
- EDES 407 Child, Family, and Community (3 semester hours)
- EDES 408 Early Childhood Education Programs and Curriculum (3 semester hours)

Dr. Ani Shabazian, ani.shabazian@lmu.edu, 310-258-8900, Department of Teaching and Learning

English (ENGL)--16 semester hours

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 human self. Through their imaginations, students who concentrate or minor in English interact with language and literature, thereby encountering another equally open and attentive mind: that of the writer whose work they are reading.

- ENGL 2203 Histories: British Literature I (4 semester hours) *or* ENGL 2204 Histories: British Literature II (4 semester hours)
- ENGL 3371 American Literature I (4 semester hours) *or* ENGL 3372 American Literature II (4 semester hours)
- ENGL 2205 Creative Writing for Non-Majors (4 semester hours)
- ENGL upper division course (4 semester hours, exclusive of ENGL 3346)

Dr. Aimee Kilroy-Ross, Aimee.Kilroy-Ross@lmu.edu, 310.338.3718

History (HIST)--12 semester hours

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.

Three four-semester-hour HIST courses (12 semester hours):

1. One of the following HIST courses (these are required for the Liberal Studies major):
 - a. HIST 1300 Becoming America, HIST 1301 America and the Atlantic World 1450-1850, HIST 1400 The United States and the World, OR HIST 1401 The United States and the Pacific World
 - b. HIST 1010 Premodern World History OR HIST 1050 Modern World History; or HIST 1060 Modern Global Environmental History
 - c. HIST 4412 History of California

2. One lower-division HIST course in World Regions (Africa, Asia, Latin America, or Middle East); 15xx, 16xx, 17xx, or 18xx

3. One upper-division HIST course (3xxx or 4xxx) (may not include HIST 4412 History of California)

LBST students with a HIST concentration who wish to complete a HIST minor must fulfill all of the requirements of the LBST major and the HIST concentration and must also take one additional upper-division HIST elective. The History minor for Liberal Studies majors is 28 semester hours, including HIST 1010; HIST 1050 or HIST 1060; HIST 1300, HIST 1301, or HIST 1401; 1 lower-division World Regions course (HIST 15xx, HIST 16xx, HIST 17xx, HIST 18xx, HIST 25xx, HIST 26xx, HIST 27xx, HIST 28xx); HIST 4412; and 2 upper-division electives.

Advisor: Dr. Elizabeth A. Drummond, Elizabeth.Drummond@lmu.edu, 310.338.2370, UH 3423

Mathematics (MATH)--12 semester hours

Through the concentration in Mathematics, future teachers develop an increased understanding of mathematical ideas and learn how creativity and imagination play an integral part of mathematics in general.

- At least 4 Mathematics courses numbered 104 or higher (12 semester hours) (exclusive of MATH 106, MATH 112, and MATH 207)

Note: Students completing a MATH concentration should talk to the Liberal Studies Mathematics Concentration Advisor about offerings designed for future teachers.

Supplementary Authorization in (Introductory) Mathematics: A Supplementary Authorization in (Introductory) Mathematics allows one to teach mathematics through ninth grade (for more details on the Supplementary Authorization, visit the website of the California Commission on Teacher Credentialing). A Supplementary Authorization requires 20 semester hours of courses in mathematics (or 10 upper-division semester hours), including three semesters of calculus. If the courses for the concentration are chosen appropriately, **one** additional course (together with MATH 106 and MATH 207) will allow students to apply for a Supplementary Authorization in (Introductory) Mathematics).

Dr. Blake Mellor, blake.mellor@lmu.edu, 310-338-5775, University Hall 2712

Psychology (PSYC)--12 semester hours

Students of psychology examine in depth and from a scientific perspective many aspects of human and animal behavior, emphasizing the biological, psychological, and sociocultural aspects of behavior and mental activity. The Department of Psychology provides students with the opportunity to apply these perspectives to a variety of individual, family, and community contexts.

- PSYC 3000-level courses (12 semester hours)

Note that PSYC 1000 is a prerequisite for 3000-level psychology courses (it also will fulfill the Explorations: Understanding Human Behavior requirement in the University Core). A minor in PSYC requires the completion of three lower division courses and three upper division courses; a minor in PSYC will be accepted in place of the concentration above for students who pursue the minor.

Advisor: Dr. David Hardy, dhardy@lmu.edu, 310.338.5294, UH 4745

Science (SNCE)--18 semester hours

The concentration in Science was designed to enable Liberal Studies majors with an interest in science to create an individualized program of study around a central theme. Each student will work with the Liberal Studies Science Advisor to identify an area of interest and formulate a curricular plan that provides each student with a strong foundation and enables him/her to develop a more in-depth understanding of the topic of interest by taking at least one and in many cases two upper division courses.

Satisfactory completion of the concentration in science will require that each student complete a minimum of 18-19 semester hours in one or more of the science disciplines. At least 3 of these semester hours must be upper division.

All concentrations in science will include 4 science core semester hours from SCEM 270 and 3 science education internship hours. The remaining 11-12 semester hours will form the core of the concentration in science and will reflect the central theme. The following examples are by no means exhaustive and are only provided to demonstrate the flexibility of the concentration; there is even room for flexibility within the samples below. Any student considering a concentration in science should make an appointment to discuss his/her options with the Liberal Studies Science Advisor as soon as possible to ensure adequate time to fulfill the requirements.

Nutrition (Sample)

- HHSC 150 Human Anatomy and Physiology 3 semester hours
- HHSC 230 Nutrition 3 semester hours
- HHSC 398 Special Studies Global Nutrition 3 semester hours
- HHSC 398 Special Studies Nutrition Service Learning Lab 3 semester hours
- HHSC 342 Peer Health Education 3 semester hours

Total: 15 semester hours

Humans and the Environment (Sample)

- ENVS 101 Introduction to Environmental Science 3 semester hours
- ENVS 250 Earth Science 3 semester hours
- BIOL 521 Urban Ecology 3 semester hours

Total: 9 semester hours

Health (Sample)

- BIOL 101 General Biology I 3 semester hours
- HHSC 170 Personal Health 3 semester hours
- HHSC 398 Special Studies: Obesity Behavior and Chronic Disease 3 semester hours
- HHSC 398 Special Studies: Public Health 3 semester hours

Total: 12 semester hours

Genetics (Sample)

- BIOL 101 General Biology I 3 semester hours
- BIOL 111 General Biology I Lab 2 semester hours
- BIOL 201 Cell Function 3 semester hours
- BIOL 202 Genetics 3 semester hours
- BIOL 375 Advanced Genetics 3 semester hours

Total: 14 semester hours

Advisor: Dr. Carolyn Viviano, Carolyn.Viviano@lmu.edu, 310.338.7828, North Hall 207

Sociology (SOCL)--16 semester hours

Teachers play a key role in the intellectual and social development of children, and the lessons they teach are important in determining the individual character, social responsibility, and future career paths of students. Sociology courses expose teachers to the distinctive perspectives, problems, and concerns of different persons and groups in society and suggest ways to resolve conflicts and produce more equitable and just relationships and communities. Sociology classes help teachers develop skills of creative problem solving, critical thinking, and collaborative interaction useful in the classroom and impart techniques of data collection and analysis which facilitate observation and evaluation of student performance.

- SOCL 1000 Principles of Sociology (4 semester hours)
- SOCL 3000 Sociological Theory (4 semester hours)
- SOCL upper division courses (8 semester hours)

A minor in SOCL requires one more course, SOCL 2000 or SOCL 2100.

Advisor: Dr. Rachel Washburn, rachel.washburn@lmu.edu, 310.338.1794, UH 4327

Spanish (SPAN)--16 semester hours

The Spanish concentration equips students with language proficiency as it introduces them to the multicultural nature and historical evolution of literacy and cultural expressions in the target

language. Our courses provide students with opportunities to comprehend, interpret, and practice advanced linguistic skills in Spanish. Our courses include linguistics, literature, history, and the arts, through which students acquire an increasing commitment to the mission of the University. The Department strives to provide tools to foster transcultural understanding as the basis for mutual respect, global harmony, and social justice.

Note: Students required to complete prerequisite language coursework or LMU Placement Exam, prior to taking advanced language courses.

- 4th semester language
- SPAN 2804 Stylistics and Composition (*4 semester hours*)
- 3 upper division courses (*12 semester hours*); refer to the LMU Bulletin for specific upper division requirement sequences for each language

A minor in SPAN requires only one additional upper division course to obtain a minor.

Dr. Rebeca Acevedo, rebeca.acevedo@lmu.edu, 310-338-2983, University Hall 3957

Special Education (SPED)--12 semester hours

The Special Education program in LMU's School of Education is designed to prepare undergraduate students to teach and work with children and youth with a variety of special needs. The Special Education concentration prepares students to work with students with Mild/Moderate disabilities in the General Education classroom. Through the SPED concentration students learn, for example, about major issues in Special Education, how to develop an IEP, and are able to observe and participate in K-12 classrooms with experienced teachers working with students with a variety of special needs. Students also benefit from a capstone course in SPED. The SPED concentration requires the following:

- EDSP 427 Creating Effective Classrooms in Diverse Settings (3 semester hours)
- EDSP 444 Observation and Participation in General and Special Education Programs (3 semester hours)
- EDSP 453 Introduction to the Study of Disability and Special Education (3 semester hours)
- EDSP 454 Major Issues and Foundations of Special Education (2 semester hours)
- EDSP 455 Development of IEPs for Students with Exceptional Needs (1 semester hour)

A minor in SPED requires two additional courses--EDSP 436 Creating Collaborative Partnerships and EDSP 499 Independent Studies, taken as the Undergraduate Special Education Capstone Project (for a total of 18 semester hours). Students should consult with the SPED concentration or minor advisor regarding sequencing of the coursework.

Dr. Victoria Graf, victoria.graf@lmu.edu, 310-338-7305, University Hall 1500

Studio Arts (STAR)--18 semester hours

The Studio Arts concentration is designed to develop the Liberal Studies student in the visual arts, both personally and professionally. In this concentration you will learn a universal language through which diverse groups of people can communicate ideas, feelings, histories, and cultural traditions across boundaries of race, gender, age, and ethnicity. Decades of practice and a growing body of research have documented the links between arts education and the development of higher level thinking skills. Through this concentration, you will learn how art has the potential to enrich your life, and the lives of your future students.

- ART 153 Drawing I (3 semester hours) or ART 160 Two-Dimensional Design (3 semester hours)
- ART electives (15 semester hours, with at least 6 semester hours in upper division courses)

The Art concentration constitutes a minor in Art.

Advisor: Terry Lenihan, tlenihan@lmu.edu, 310.338.5130, Burns 155

2+2 Program with El Camino College

The Center for Undergraduate Teacher Preparation in the School of Education has partnered with El Camino College (ECC) to develop a teacher preparation pipeline for Liberal Studies students where programs are integrated and coursework is streamlined from initial matriculation at ECC, through program completion at LMU. The goal is to create a pipeline where students successfully complete two years at the Community College, transfer to LMU, and complete their major requirements and preliminary credential requirements within an additional two years.

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.

Freshman Year

Fall Semester

- HIST 1300 Becoming America *4 semester hours* (or other U.S. History course from advisor-approved list only)
- ART 250 Visual Arts for the Elementary Educator *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- MATH 106 Mathematics for Elementary Teachers I *3 semester hours*
- PHIL 1800 Philosophical Inquiry *4 semester hours*

Total: 14-15 semester hours

Spring Semester

- MATH 207 Mathematics for Elementary Teachers II *3 semester hours*
- PSYC 1000 General Psychology *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
- - University Core *3-4 semester hours*
- ART 250 Visual Arts for the Elementary Educator *3 semester hours*

Total: 16-19 semester hours

Sophomore Year

Fall Semester

- HIST 1010 Premodern World History *4 semester hours* (or other from advisor-approved list only)
- - University Core *3-4 semester hours*
- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- SCEM 270 Experimenting in Science I *4 semester hours*

Total: 17-18 semester hours

Spring Semester

- HIST 1050 Modern World History *4 semester hours* (or other from advisor-approved list only)
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- DANC 363 Multiple Ways of Knowing and Showing: Music and Dance *3 semester hours*
- SCEM 271 Experimenting in Science II *4 semester hours*
- - Concentration Course *3-4 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*

Total: 17-18 semester hours

Junior Year

Fall Semester

- HIST 4412 History of California *4 semester hours*
- GEOG 2000 World Geography *4 semester hours*
- DANC 385 Movement Arts for Children *3 semester hours*
 - - Concentration Course *3-4 semester hours*
 - - Concentration Course *3-4 semester hours*

Total: 17-18 semester hours

Spring Semester

- LBST 4900 Education and Global Issues *4 semester hours* (IINC Core)
- EDES 506 Using Technology in the Classroom *1 semester hours*
- ENGL 3346 Children's Literature *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Concentration Course *3-4 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
 - - Concentration Course *3-4 semester hours*

Total: 17-19 semester hours

Senior Year

Fall Semester

- University Core *3-4 semester hours*
- EDES 508 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom *3 semester hours*
- EDES 522 Elementary Clinical Supervision 2 *1 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 519 Clinical Supervision 1 *1 semester hours*
 - - Concentration Course(s) *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- EDES 509 STEM Integrated Methodology and Elementary Curriculum *3 semester hours*
- EDES 523 Elementary Clinical Supervision 3 *1 semester hours*
- EDES 510 Elementary Teaching Seminar *3 semester hours*
- EDES 524 Elementary Clinical Supervision 4 *2 TO 5 semester hours*

Total: 9-12 semester hours

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.

Modern Greek Studies

Director

Dr. Christina Bogdanou

Minor

Modern Greek Studies Minor

Objectives

The Modern Greek Studies minor offers an interdisciplinary program for students interested in studying Modern Greece--its language and culture, politics and history, Christian Orthodox tradition, literature and arts. LMU's Odyssey Study Abroad Program gives students the opportunity to study in Greece during the summer. The minor complements a wide range of academic fields and disciplines and is aimed at students interested in interdisciplinary international studies. It promotes intercultural awareness and understanding and provides the tools for students to become engaged global citizens.

Student Learning Outcomes

Students minoring in Modern Greek Studies will know:

- the principle aspects of Modern Greek language and culture
- the principle topics of Modern Greek politics and history
- the beliefs and practices of the Greek Orthodox Tradition in a theological, historical, and cultural context
- representative works of Modern Greek literary and artistic production as well as the theoretical tools for their understanding and critical analysis

Students minoring in Modern Greek Studies will be able to:

- understand and communicate effectively in Modern Greek
- make critical connections between past and present Greek history, politics, literature, and culture
- understand Modern Greece in a global context
- express themselves with clarity, coherence, and intellectual force orally and in writing

Students minoring in Modern Greek Studies will value:

- the distinctive contributions of Greek culture (past and present) to the world
- multilingualism, multiculturalism, and inter-religious dialogue
- connections across academic disciplines and their application to real-life issues
- global awareness and respect for others

Minor Requirements

The minor in Modern Greek Studies consists of 20 semester hours, of which at least 12 hours must be at the 3000 and/or 4000 level. The following distribution is recommended, with the approval of the Director of the minor:

- 8 semester hours of lower division courses offered by the Modern Greek Studies Program (2 courses in Modern Greek language instruction at the appropriate level are recommended)
- 12 semester hours of upper division courses offered by the Modern Greek Studies program and/or affiliated departments (3 courses at the 3000 and/or 4000 level)

Students minoring in Modern Greek Studies may design their own individualized program in consultation with the Director of the Center and their advisor. Students are strongly encouraged to participate in the Odyssey Study Abroad Program in Greece for a full immersion experience.

Note:

Students with previous knowledge of the language or with course credit are requested to contact the program Director to schedule a placement exam.

Modern Languages and Literatures

Faculty

Chairperson: Véronique Flambard-Weisbart

Professors: Rebeca Acevedo, José Ignacio Badenes, S.J., Jennifer L. Eich, Véronique Flambard-Weisbart, Áine O'Healy

Associate Professors: Mónica Cabrera, Petra Liedke Konow, Marc Lony, Antonia Petro

Assistant Professor: Yu Li

Objectives

The 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. Offered 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. The Department thrives 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, Modern Languages, or Spanish, or a minor in Chinese, French, German, Italian, or Spanish, at entry to the University, through the Office of Admission. Students wishing to declare a major or 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 Petition form will be signed by the chairperson, provided that the student has a minimum LMU GPA of 2.0 (C).

Lower division language courses (1000-2000 level) may not be challenged by exam. Students may be exempt from lower division courses by placing above that level through the LMU online Placement Exam for Chinese, French, German, Italian, Japanese, or Spanish. A minimum grade of C (2.0) is required in all lower division language courses to major or minor in those languages or Modern Languages major.

Students who need more semester hours to complete the major or minor because of their language placement might have to take additional courses in the corresponding language, depending on the specific major or minor. A maximum of 40 upper division semester hours or no more than four upper division courses beyond the major requirements in any one department will be accepted toward graduation requirements.

In the event that there are no courses in the language, students may take MDLG 3400, MDLG 4400, or FNLT 4200 (provided it is related to language concentration). If additional classes are not available in the Modern Languages and Literatures Department, students may fulfill those credits with courses in the appropriate cultural studies areas with pre-approval from the corresponding language or Modern Languages major coordinator and the Department Chair.

Students with significant course credit in a language from high school or college will not be allowed to enroll in the 2101 course of that language.

The Department offers lower division language courses (1000-2000 level) in Chinese and Japanese that satisfy the language requirements for the Asian and Pacific Studies major and minor.

Language Placement Exam

The Bellarmine College of Liberal Arts requires that its incoming students take the language placement exam. Moreover, at LMU, many core and flag requirements can be satisfied with language courses. The Language Placement Exams allow you to better plan, and choose courses. Additionally, some majors have language requirements.

The knowledge of languages promotes cultural understanding, and increases job opportunities in a variety of fields, including education, law, medicine, business, and the government. Study abroad experiences, interdisciplinary research and community-based learning opportunities are enhanced by language learning.

LMU offers online placement exams for Chinese, French, German, Italian, Japanese, and Spanish. Placement exams measure student language skills in the target language so that they may be placed in the appropriate college level course in the Department of Modern Languages and Literatures. The score is used for language placement advising purposes only.

FAQ

When do I need to take a language exam?

1. If you have taken Chinese, French, German, Italian, Japanese, 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, Italian, Japanese, or Spanish are the language of instruction: summer, semester, and year-long study abroad programs sometimes require previous 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, Italian, Japanese, or Spanish.
6. If you have been admitted to the University Honors Program and need to know your standing as for the language requirement.

NOTE: If you have NEVER studied French, German, Italian or Japanese and wish to do so, you would sign up for the 2101 level course in that language. All students interested in taking a Chinese or Spanish course, including CHIN 2101 or SPAN 2101, must take the online placement exam. 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 Brightspace > LMU New Student Placement Exams > Language Placement Exam, and follow the instructions. If you do not have access to the placement exam link 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 test takes approximately 20 minutes, however do not start the exam until you are ready as it must be taken in one continuous session, or your score will not post to PROWL.

Do I always take the placement exam if I wish to study a language?

If you do not speak or have not studied French, German, Italian, or Japanese and wish to do so,

you simply sign up for the 2101 course in that language at LMU. All students interested in taking a Chinese or Spanish course, including CHIN 2101 or SPAN 2101, must take the online placement exam.

Who benefits the most from taking the Placement Exam?

Students who have studied or/and have learned at home Chinese, French, German, Italian, Japanese, or Spanish and those who have taken AP language and/or literature courses would benefit from it since they might be close to a minor or major in the language. Also, students who plan to study abroad, as some programs may require previous language study.

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 to avoid being placed at a level 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, as a backup, you are strongly encouraged to save a copy, or write it down, and email it to your advisor.

What if I have problems taking the exam?

Please contact the ITS helpdesk at 310.338.7777.

Foreign Literature in English Translation

No knowledge of a language other than English is required.

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 2101. Students with more advanced knowledge must take the online LMU Japanese Placement Exam. To know when and how a student should take a language placement exam in Japanese, please refer to the [guidelines](#) provided under Modern Languages and Literatures.

Bachelors

French, B.A.

Objectives

The French 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. LMU's Summer Study Abroad Program in Paris, France, may complement the French program.

French Student Learning Outcomes

Student Learning Outcomes will be assessed through a Senior Capstone Project (FREN 4990), 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 program.

Majors in French 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 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 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 (25-37 semester hours)

Prerequisite

- FREN 2101 French 1 *4 semester hours*

Lower Division Requirements:

12 semester hours in lower division courses:

- FREN 2102 French 2 *4 semester hours*
- FREN 2103 French 3 *4 semester hours*
- FREN 2104 French 4 *4 semester hours*

Note:

French courses in lower division (FREN 2102, FREN 2103, FREN 2104) can be waived without credit if students placed in upper division courses in their placement exam. Waived no-credit classes do not have to be made up to complete the French major.

For majors, a minimum grade of C (2.0) is required in all lower division French courses.

Upper Division Requirements:

25 semester hours in upper division courses:

- FREN 3240 History of Ideas *4 semester hours* required
- FREN 3450 Stylistics and Translation *4 semester hours* required
- FREN 3850 Writing Workshop in French *4 semester hours* required
 - - Three (3) courses in the FREN 4000-level electives *12 semester hours*
- FREN 4990 Senior Capstone Project *1 semester hours*

Note:

A minimum grade of C (2.0) must be maintained in all upper division French courses.

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 2103. Final placement is conditional upon the instructor's consent in consultation with the French coordinator. Course credit will be given for FREN 2101 and FREN 2102 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 courses in lower division (FREN 2102, FREN 2103, FREN 2104) can be waived without credit if students placed in upper division courses in their placement exam. Waived no-credit classes do not have to be made up to complete the French major.

In the event that there are no courses in the language, students may take MDLG 3400, MDLG 4400, or FNLT 4200 (provided it is related to language concentration). If additional classes are not available in the Modern Languages and Literatures Department, students may fulfill those credits with courses in the appropriate cultural studies areas, with pre-approval from the Program Coordinator and the Department Chair.

Study Abroad

Students considering study abroad in France or a francophone country can attend the LMU Summer Study Abroad Program in Paris, France, or are advised to go for a semester either during their sophomore year (Spring semester) or junior year (Fall or Spring semester). Consult the Study Abroad Office or the French language professors for information about the LMU Summer Study Abroad Program in Paris, France, or the semester or year-long programs offered by universities that the French program endorses.

Prior to departure, students must obtain transfer credit approval for any French courses that they plan to take outside of LMU from the French Program Coordinator and the Department Chair.

Although most lower-division French language courses (2000-level) will transfer to complete French major or minor pre-requisites, no more than one (1) French course will transfer for the upper-division (3000 or 4000- level) major or minor courses.

French Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- FREN 2102 French 2 *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- FREN 2103 French 3 *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- FREN 2104 French 4 *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- FREN 3240 History of Ideas *4 semester hours* or
- FREN 3450 Stylistics and Translation *4 semester hours* or
- FREN 3850 Writing Workshop in French *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- FREN 3240 History of Ideas *4 semester hours* or
- FREN 3450 Stylistics and Translation *4 semester hours* or
- FREN 3850 Writing Workshop in French *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- FREN 3240 History of Ideas *4 semester hours* or
- FREN 3450 Stylistics and Translation *4 semester hours* or
- FREN 3850 Writing Workshop in French *4 semester hours*
 - - FREN 4000-level Elective *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- FREN 4000-level Elective *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- FREN 4990 Senior Capstone Project *1 semester hours*
 - - FREN 4000-level Elective *4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 -

- Upper Division Elective *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*

Total: 14-17 semester hours

Modern Languages, B.A.

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 (Concentration A and Concentration B), and to develop cultural literacy. Two of the following languages offered in the Department of Modern Languages and Literatures can be combined for the Modern Languages major: Chinese, French, German, Italian, and Spanish. Students start Concentration A at least in the third semester (CHIN 2103, FREN 2103, GRMN 2103, ITAL 2103, SPAN 2103) and Concentration B at least in the first semester (CHIN 2101, FREN 2101, GRMN 2101, ITAL 2101, SPAN 2101).

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 majors who have German in their choice of languages and a minimum GPA of 3.5 are eligible once per year for the Conrad Lester merit-based scholarship.

Students who need more semester hours to complete the Modern Languages major due to their initial language placement must take additional upper division elective courses in that language concentration. If no upper division elective courses in the language are offered by the Department of Modern Languages and Literature, students may fulfill up to four credits by taking a course offered outside the Department in the appropriate cultural studies area. Students must have pre-approval from the Modern Languages Program Coordinator and the Department Chair *prior* to taking a course.

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

A minimum grade of C (2.0) is required in all lower division courses taken for the major's A and B language concentration areas.

A minimum grade of C (2.0) must be maintained in all upper division courses taken for the major's A and B language concentration areas.

A minimum grade of C (2.0) is required in both MDLG required courses (MDLG 3400 and FNLT 4200 or MDLG 4400).

This minimum grade requirement applies to courses taken from the Department's Chinese, French, German, Italian, and Spanish program offerings; to pre-approved (by the MDLG Coordinator and Department Chair) LMU courses taken outside the Department; and to any pre-approved LMU or non-LMU Study Abroad program courses where letter grades are given.

The minimum grade requirement of C (2.0) applies to any course substitution. A course substitution must be approved by the Modern Languages Program Coordinator and Department Chair prior to the student taking the course. Note that permission is granted only in extraordinary cases.

Lower Division Requirements:

24 semester hours consisting of a selection of courses in two concentrations.

Students start Concentration A at least in the third semester (CHIN 2103, FREN 2103, GRMN 2103, ITAL 2103, SPAN 2103) and Concentration B at least in the first semester (CHIN 2101, FREN 2101, GRMN 2101, ITAL 2101, SPAN 2101).

Chinese:

- CHIN 2101 Chinese 1 *4 semester hours*
- CHIN 2102 Chinese 2 *4 semester hours*
- CHIN 2103 Chinese 3 *4 semester hours*
- CHIN 2104 Chinese 4 *4 semester hours*

French:

- FREN 2101 French 1 *4 semester hours*
- FREN 2102 French 2 *4 semester hours*
- FREN 2103 French 3 *4 semester hours*
- FREN 2104 French 4 *4 semester hours*

German:

- GRMN 2101 German 1 *4 semester hours*
- GRMN 2102 German 2 *4 semester hours*
- GRMN 2103 German 3 *4 semester hours*
- GRMN 2104 German 4 *4 semester hours*

Italian:

- ITAL 2101 Italian 1 *4 semester hours*
- ITAL 2102 Italian 2 *4 semester hours*
- ITAL 2103 Italian 3 *4 semester hours*
- ITAL 2104 Italian 4 *4 semester hours*

Spanish:

- SPAN 2101 Spanish 1 *4 semester hours*
- SPAN 2102 Spanish 2 *4 semester hours*
-
- SPAN 2103 Spanish 3 *4 semester hours* or
- SPAN 2113 Spanish 3 for Latino Students *4 semester hours*
-
- SPAN 2804 Stylistics and Composition *4 semester hours*

Upper Division Requirements:

33 semester hours in upper division courses:

Chinese:

- CHIN 3605 Chinese 5 *4 semester hours* required
- CHIN 3606 Chinese 6 *4 semester hours* required
 - - One (1) upper division CHIN elective *4 semester hours*

French:

- FREN 3240 History of Ideas *4 semester hours* required
- FREN 3450 Stylistics and Translation *4 semester hours* required
- FREN 3850 Writing Workshop in French *4 semester hours* required

German:

- GRMN 3105 Mastery of German *4 semester hours* required
 - - Two (2) upper division GRMN courses *8 semester hours*

Italian:

- Three (3) upper division ITAL courses *12 semester hours*

Spanish:

- SPAN 3410 Spanish Linguistics 1: Sounds and Words *4 semester hours* required
- SPAN 3510 Introduction to Hispanic Literatures *4 semester hours* required
-
- Choose one (1) of the following upper division courses:
 - SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours* or
 - SPAN 3521 Survey of Latin American Literature *4 semester hours* or
 - SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours*

8 semester hours

- MDLG 3400 Linguistics *4 semester hours* required
-
- MDLG 4400 Applied Linguistics *4 semester hours* or
- FNLT 4200 Comparative Cultures *4 semester hours*

1 semester hour

- MDLG 4990 Senior Capstone Project *1 semester hours*

Modern Languages Model Four-Year Plan

The normal course load is 16 semester hours per semester (4 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

- Concentration A 2103 *4 semester hours*
-
- Concentration B 2101 *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
-
- University Core *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- Concentration A 2104 *4 semester hours* (or SPAN 2804 for SPAN)
-
- Concentration B 2102 *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
-
- University Core *3-4 semester hours*

Total: 14-16 semester hours

Sophomore Year

Fall Semester

- Concentration A Upper Division *4 semester hours*
- Concentration B 2103 *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- Concentration A Upper Division *4 semester hours*
- Concentration B 2104 *4 semester hours* (or SPAN 2804 for SPAN)
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

- MDLG 3400 Linguistics *4 semester hours*
 - - Concentration A Upper Division *4 semester hours*
 -
 - Concentration B Upper Division *4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- Concentration B Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- MDLG 4400 Applied Linguistics *4 semester hours* or
- FNLT 4200 Comparative Cultures *4 semester hours*
- - - Concentration B Upper Division *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- MDLG 4990 Senior Capstone Project *1 semester hours*
 - - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -

- Elective 3-4 semester hours

Total: 13-17 semester hours

Spanish, B.A.

Objectives

This major equips students with language proficiency in Spanish as it introduces them to the multicultural nature and historical evolution of literary and cultural expressions in the target language. It provides students with opportunities to comprehend, interpret, and practice advanced linguistic skills in Spanish through oral and written exercises and assignments. Survey and seminar classes familiarize them with representative literary works and cultural texts from Latin America, Spain, 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 Latin America, Spain, 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 (29-37 semester hours)

Prerequisite

- SPAN 2101 Spanish 1 *4 semester hours*

Lower Division Requirements:

12 semester hours in lower division courses:

- SPAN 2102 Spanish 2 *4 semester hours*
-
- SPAN 2103 Spanish 3 *4 semester hours* or
- SPAN 2113 Spanish 3 for Latino Students *4 semester hours*
-
- SPAN 2804 Stylistics and Composition *4 semester hours*

Note:

Spanish courses in lower division (SPAN 2101, SPAN 2102, SPAN 2103/2113) can be waived without credit if students placed in SPAN 2804 in their placement exam. Waived no-credit classes do not have to be made up to complete the Spanish major. Credit earned from AP Language and/or Literature exams will be applied as general credits.

Upper Division Requirements:

25 semester hours in upper division courses:

- SPAN 3410 Spanish Linguistics 1: Sounds and Words *4 semester hours*
- SPAN 3510 Introduction to Hispanic Literatures *4 semester hours*
- Choose two (2) of the following SPAN 3000-level courses:
- SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours*
- SPAN 3521 Survey of Latin American Literature *4 semester hours*
- SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours*
-
- Two (2) courses in the SPAN 4000-level electives *8 semester hours*
- SPAN 4990 Senior Capstone Project *1 semester hours*

Note:

Students must complete all upper division Spanish 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 4990 Senior Capstone Project) during, or after, their last semester in the Spanish major program. Each graduating student constructs a portfolio that includes a collection of previous works, a brief description of extracurricular activities connected with the Spanish major, and a reflective essay in Spanish demonstrating how the goals of the program were met. These goals are language proficiency, cultural competency, mastery of literary and linguistic studies, development of a sense of social justice, and transcultural understanding. An oral presentation of the portfolio to a faculty panel is required.

Guidelines for the elaboration of the portfolio and the oral presentation are available from the Spanish Program Coordinator in the Modern Languages and Literatures Department. This course is graded Credit/No Credit.

LMU Spanish Placement Exam

All students interested in taking a Spanish course including SPAN 2101 must take the online 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 2103 Spanish 3 or SPAN 2113 Spanish 3 for Latino Students. Final placement is conditional upon the instructor's consent in consultation with the Spanish Program Coordinator. The student's Degree Works will reflect credit for SPAN 2101 and SPAN 2102 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.

Spanish courses in lower division (SPAN 2101, SPAN 2102, SPAN 2103/SPAN 2113) can be waived without credit if students placed in SPAN 2804 in their placement exam. Waived no-credit classes do not have to be made up to complete the Spanish major. Credit earned from AP Language and/or Literature exams will be applied as general credits.

Study Abroad

Students considering study abroad are advised to go for a semester either during their sophomore year (Spring semester) or junior year (Fall or Spring semester). Consult the Study Abroad Office or the Spanish language professors for information about semester, year-long, or summer study abroad programs offered by universities other than those that the Spanish program endorses.

Prior to departure, students must obtain transfer credit approval for any Spanish (SPAN) course(s) that they plan to take from the Spanish coordinator and the Department Chair.

No more than one (1) Spanish upper course will transfer for the major or minor. Be aware that most study abroad programs offer three (3) unit courses. If a course taken abroad is worth only 3 units, a student should take a second Spanish course to be able to transfer 4 units.

Spanish Model Four-Year Plan

The normal course load is 16 semester hours per semester (4 classes). By following the model below, a student who places at the second semester level of Spanish (SPAN 2102) 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

- SPAN 2102 Spanish 2 *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SPAN 2103 Spanish 3 *4 semester hours* or
- SPAN 2113 Spanish 3 for Latino Students *4 semester hours*
- - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- SPAN 2804 Stylistics and Composition *4 semester hours*
 - - University Core *3-4 semester hours*
 -

- Elective *3-4 semester hours*
-
- Elective *3-4 Semester Hours*

Total: 13-16 semester hours

Spring Semester

- SPAN 3410 Spanish Linguistics 1: Sounds and Words *4 semester hours* or
- SPAN 3510 Introduction to Hispanic Literatures *4 semester hours*
-
-
- University Core *3-4 semester hours*
-
- University Core *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- SPAN 3410 Spanish Linguistics 1: Sounds and Words *4 semester hours* or
- SPAN 3510 Introduction to Hispanic Literatures *4 semester hours*
-
-
- University Core *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours* or
- SPAN 3521 Survey of Latin American Literature *4 semester hours* or
- SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours*
-
-
- University Core *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours* or
- SPAN 3521 Survey of Latin American Literature *4 semester hours* or
- SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours*
- -
 - SPAN 4000-level *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- SPAN 4990 Senior Capstone Project *1 semester hours*
- - SPAN 4000-level *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 14-17 semester hours

Spanish Model Four-Year Plan--For Students Starting at an Advanced Level of Proficiency

The normal course load is 16 semester hours per semester (4 classes). By following the model below, a student will complete all lower division core requirements by the end of the first semester freshman 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

- SPAN 2804 Stylistics and Composition *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- - University Core *3-4 Semester Hours*

-
- University Core 3-4 Semester Hours

Total: 13-16 semester hours

Spring Semester

- SPAN 3410 Spanish Linguistics 1: Sounds and Words 4 semester hours or
- SPAN 3510 Introduction to Hispanic Literatures 4 semester hours
-
- RHET 1000 Rhetorical Arts 4 semester hours
 -
 - University Core 3-4 Semester Hours
 -
 - University Core 3-4 Semester Hours

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- SPAN 3410 Spanish Linguistics 1: Sounds and Words 4 semester hours or
- SPAN 3510 Introduction to Hispanic Literatures 4 semester hours
-
-
- University Core 3-4 semester hours
-
- Elective 3-4 semester hours
-
- Elective 3-4 semester hours

Total: 13-16 semester hours

Spring Semester

- SPAN 3431 Spanish Linguistics 2: Structure and Variation 4 semester hours or
- SPAN 3521 Survey of Latin American Literature 4 semester hours or
- SPAN 3541 Survey of Peninsular Spanish Literature 4 semester hours
-
-
- University Core 3-4 semester hours
-
- University Core 3-4 semester hours
-
- Elective 3-4 semester hours

Total: 13-16 semester hours

Junior Year

Fall Semester

- SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours* or
- SPAN 3521 Survey of Latin American Literature *4 semester hours* or
- SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours*
- - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SPAN 4000-level *4 semester hours*
- University Core *3-4 Semester Hours*
- Upper Division Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- SPAN 4000-level *4 semester hours*
- University Core *3-4 Semester Hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SPAN 4990 Senior Capstone Project *1 semester hours*
- - University Core *3-4 semester hours*
- - Upper Division Elective *3-4 semester hours*
- - Elective *3-4 semester hours*
- - Elective *3-4 semester hours*

Total: 13-17 semester hours

Secondary Teacher Preparation Program in Spanish

The Secondary Teacher Preparation Program (STPP) in Spanish is designed for students who anticipate teaching Spanish in grades 6-8 or 9-12. Because of the rigorous standards set by the State of California for teacher credentialing, the Program at LMU is very specific in terms of the coursework you will be taking. With careful planning, however, it is possible to complete a Spanish major, the University's Core Curriculum requirements, the Secondary Teacher Preparation Program for Spanish, and the School of Education credential requirements in four years.

Secondary Teacher Preparation Program in Spanish

Students must fulfill all requirements for a Spanish major and take two additional courses or their equivalents in Spanish:

- SPAN 4252 Hispanic Cultural Studies *4 semester hours*
- SPAN 4474 Spanish of the Americas *4 semester hours*

Spanish Major Requirements

Please see four-year plan for Spanish major.

School of Education Requirements

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 512 Secondary Content Methodology for Teaching Languages Other than English *3 semester hours*

School of Education Credential Requirements (Non-Degree Requirements):

Students fulfill the Single Subject student teaching requirement for the preliminary teaching credential by completing 5-8 semester hours of EDES 518 Secondary Teaching Seminar, which are applied toward both the semester hour requirement for the baccalaureate degree in Spanish and the requirements for the preliminary credential within the state of California. Student teaching is met through elective units taken as EDES 518 Secondary Teaching Seminar.

Advising

Students should consult with the Director/Advisor for the Secondary Teacher Preparation Program in Spanish to sign up for the program and to discuss their course of study, especially their Spanish courses.

The Center for Undergraduate Teacher Preparation (CUTP)

The Center for Undergraduate Teacher Preparation (CUTP) is also available to assist students interested in teaching careers in elementary, secondary, bilingual, and special education. Students interested in a career in teaching should consult with the CUTP Director to discuss their options. All students in the teacher preparation pipeline work with a dedicated CUTP advisor for all education coursework. CUTP has a library of information and advice for prospective teachers as well as sponsors several informational sessions every year. CUTP is located in UNH 3346. Please contact cutp@lmu.edu for more information.

School of Education Admission

Students interested in adding a preliminary credential in Spanish must apply for admission to the School of Education to formally add the preliminary credential to their program. Students should work with the STPP Director and their advisor in CUTP to determine when to apply. Instructions on this process can also be found here (Undergraduate Teacher Preparation--Secondary Education).

Four Year Plan for Secondary Teacher Preparation Program in Spanish

Freshman Year

Fall Semester

- SPAN 2103 Spanish 3 *4 semester hours* (or higher if student placed above this level)
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SPAN 2804 Stylistics and Composition *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- SPAN 3510 Introduction to Hispanic Literatures *4 semester hours*
- SPAN 3410 Spanish Linguistics 1: Sounds and Words *4 semester hours*
- - University Core *3-4 semester hours*

Total: 17-18 semester hours

Spring Semester

- SPAN 3521 Survey of Latin American Literature *4 semester hours* or
- SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours* or
- SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours*
- - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
-
- SPAN 3521 Survey of Latin American Literature *4 semester hours* or
- SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours* or
- SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours*
- - - SPAN 4000 level *4 semester hours* or
 - SPAN 4474 Spanish of the Americas *4 semester hours* or
 - SPAN 4252 Hispanic Cultural Studies *4 semester hours*
-
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*

Total: 14 semester hours

Spring Semester

- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
- - - SPAN 4000 level *4 semester hours* or
 - SPAN 4474 Spanish of the Americas *4 semester hours* or
 - SPAN 4252 Hispanic Cultural Studies *4 semester hours*
- - - Elective *3-4 semester hours*

Total: 10-11 semester hours

Senior Year

Fall Semester

- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 512 Secondary Content Methodology for Teaching Languages Other than English *3 semester hours*
- - - SPAN 4000 level *4 semester hours* or
 - SPAN 4474 Spanish of the Americas *4 semester hours* or
 - SPAN 4252 Hispanic Cultural Studies *4 semester hours*
- - SPAN 4990 Senior Capstone Project *1 semester hours*
 - - Elective *3-4 semester hours*

Total: 14-15 semester hours

Spring Semester

- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 518 Secondary Teaching Seminar *3 semester hours*

Total: 6 semester hours

Minor

Chinese Minor

Objectives

The Chinese minor offers an integrated study of Chinese language and culture. Coupled with study abroad and research and internship opportunities, the program enables students to develop intermediate to advanced proficiency in Chinese language and culture.

Chinese Minor Learning Outcomes

Chinese minors will know:

- Principal aspects of the 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

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

A minimum grade of C (2.0) must be maintained in all upper division Chinese courses.

The Chinese minor consists of 20 semester hours beyond CHIN 2102:

- CHIN 2103 Chinese 3 4 *semester hours*
- CHIN 2104 Chinese 4 4 *semester hours*
- CHIN 3605 Chinese 5 4 *semester hours*
- CHIN 3606 Chinese 6 4 *semester hours*
- - One (1) CHIN 3000-4000 level elective 4 *semester hours*

Note:

The CHIN 2101, CHIN 2102, CHIN 2103, CHIN 2104 series is recommended for those who seek basic Chinese language and culture proficiency. This series requires 30 minutes of study/drill session each week.

Lower division language courses (1000-2000 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. A minimum grade of C (2.0) is required in all lower division Chinese courses.

Students who need more semester hours to complete the Chinese minor because of their language placement must take additional courses in the language. In the event that there are no courses in the language, students may take MDLG 3400, MDLG 4400, or FNLT 4200 (provided it is related to Chinese language concentration). Students can receive no more than four upper-division credits from Chinese language or cultural courses offered outside of the Department of Modern Languages and Literatures at LMU, non-LMU study-abroad programs, and other universities. In addition, for any non-Chinese (CHIN) courses to be applied towards the Chinese minor, students must receive preapproval from the Chinese Program Coordinator and Modern Languages and Literatures Department Chair.

Chinese Placement Exam

All students interested in taking a Chinese course including CHIN 2101 must take the online 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 2103 or higher. Course credit will be given for CHIN 2101 and CHIN 2102 once a student's official scores have been received from the College Board. Final placement is conditional upon the instructor's consent in consultation with the Chinese Program Coordinator. 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.

French Minor

For objectives and student learning outcomes, please see "French Major."

- A minimum grade of C (2.0) is required in all lower division French courses.
- A minimum grade of C (2.0) must be maintained in all upper division French courses.

Minor Requirements

The French minor consists of 20 semester hours taken beyond FREN 2103:

- FREN 2104 French 4 *4 semester hours*
- FREN 3240 History of Ideas *4 semester hours*
- FREN 3450 Stylistics and Translation *4 semester hours*
- FREN 3850 Writing Workshop in French *4 semester hours*
- - One (1) course in the 4000-level series (elective) *4 semester hours*

Note:

The FREN 2101, FREN 2102, FREN 2103, and FREN 2104 series is recommended for those who seek basic proficiency in the language. This series requires attendance of a one hour weekly language lab.

Lower division language courses (1000-2000 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 French. A minimum grade of C (2.0) is required in all lower division French courses.

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 2103. Final placement is conditional upon the instructor's consent in consultation with the French coordinator. Course credit will be given for FREN 2101 and FREN 2102 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.

To complete the French minor, students need to make up FREN 2104 with an additional course in upper division if they placed in upper division courses. In the event that there are no courses in the French language, students may take MDLG 3400, MDLG 4400, or FNLT courses, provided it is related to French language concentration, with pre-approval from the French Program Coordinator and the Department Chair.

Study Abroad

Students considering study abroad in France or a francophone country can attend the LMU Summer Study Abroad Program in Paris, France, or are advised to go for a semester either during their sophomore year (Spring semester) or junior year (Fall or Spring semester). Consult the Study Abroad Office or the French language professors for information about the LMU Summer Study Abroad Program in Paris, France, or the semester or year-long programs offered by universities that the French program endorses.

Prior to departure, students must obtain transfer credit approval for any French courses that they plan to take outside of LMU.

Although most lower-division French language courses (2000-level) will transfer to complete French major or minor pre-requisites, no more than one (1) French course will transfer for the upper-division (3000 or 4000-level) major or minor courses.

German Minor

Objectives

During the phase of early language acquisition, German courses build students' language skills and intercultural awareness, while they consolidate language and cultural competence on the intermediate level. The upper-division Mastery of German course is geared toward perfecting the students' German in preparation for the internationally recognized proficiency tests that are offered at LMU each Spring semester. 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 two courses on German culture and civilization that provide an overview of German history, society, politics, arts, and sciences. For students interested in the language of business, the German section offers one business-related course.

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
- Prove their advanced proficiency through an internationally recognized proficiency test;

Students minoring in German will value:

- German language, literature, and culture
- Expressing independent critical opinions
- Increasing intercultural awareness.

German courses at LMU foster communication with an understanding of other people 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

- A minimum grade of C (2.0) is required in all lower division German courses.
- A minimum grade of C (2.0) must be maintained in all upper division German courses.

The German minor consists of 20 semester hours beyond GRMN 2102:

- GRMN 2103 German 3 *4 semester hours*
- GRMN 2104 German 4 *4 semester hours*
- GRMN 3105 Mastery of German *4 semester hours*
- Two (2) other GRMN 3000-4000 level courses *8 semester hours*.

Within this minor a professional German emphasis is possible, with GRMN 3716 offered as an upper division course option for the business-oriented student.

The German GRMN 2101, GRMN 2102, GRMN 2103, and GRMN 2104 series is recommended for those who seek a basic speaking, writing, and reading knowledge of the language.

Lower division language courses (1000-2000 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 German. A minimum grade of C (2.0) is required in all lower division German courses.

Students of German are encouraged to take advantage of LMU's semester abroad in Bonn, Germany (business, arts and communication track), to improve their language skills. Lower division elementary, intermediate, and advanced German language courses are available in Bonn on a regular basis.

German minors with a minimum GPA of 3.5 are eligible once per year for the Conrad Lester merit-based scholarship.

Students who need more semester hours to complete the German minor because of their language placement must take additional courses in the language. In the event that there are no courses in the language, students may take MDLG 3400, MDLG 4400, or FNLT 4200 (provided it is related to language concentration). If additional classes are not available in the Modern Languages and Literatures Department, students may fulfill those credits with courses in the appropriate cultural studies areas, with pre-approval from the German Program Coordinator and the Department Chair.

German Placement and Proficiency Testing

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

This requirement includes students who have taken the AP German Language and Culture Exam in high school. Generally, a student who receives a score of 5 or 4 on the AP German Language and Culture Exam places in GRMN 2103 or higher. Course credit will be given for GRMN 2101 and GRMN 2102 once a student's official scores have been received from the College Board. Final placement is conditional upon the instructor's consent in consultation with the German coordinator. 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 German, please refer to the guidelines provided under Modern Languages and Literatures.

Once per year, in the spring, the German section offers general proficiency tests in German (B1, B2, and C1) for its graduating minors. The tests are internationally recognized and certify the language skills of the student to prospective employers in the public and private sector.

Italian Minor

Objectives

The Italian minor introduces students to the rich, complex culture of Italy, first by providing them with basic linguistic skills in the Italian language, and subsequently by familiarizing them with important literary works produced in Italy over the centuries as well as with historically significant films.

Italian Minor Learning Outcomes

Italian minors will know:

- The principal elements of Italian syntax and morphology
- Representative works of Italian literature, cinema, and other forms of cultural production
- Theoretical concepts essential for the analysis of these texts.

Italian minors will be able to:

- Communicate effectively in written and oral forms in Italian
- Understand spoken Italian
- Read modern Italian literature
- Apply acquired critical skills to textual analysis and scholarly research.

Italian minors will be encouraged to value:

- The distinctive contributions of Italian culture to world civilization
- The interconnectedness of all cultures in the global era
- The complex ways in which issues of social justice find expression in cultural production.

Minor Requirements

- A minimum grade of C (2.0) is required in all lower division Italian courses.
- A minimum grade of C (2.0) must be maintained in all upper division Italian courses.

The Italian minor consists of 20 semester hours taken beyond ITAL 2102:

- ITAL 2103 Italian 3 *4 semester hours*
- ITAL 2104 Italian 4 *4 semester hours*
- Three (3) upper division ITAL 3000-4000 level courses *12 semester hours*

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.

Note: The ITAL 2101, ITAL 2102, ITAL 2103 and ITAL 2104 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.

Lower division language courses (1000-2000 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 Italian. A minimum grade of C (2.0) is required in all lower division Italian courses.

Italian Placement Exam

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

This requirement includes students who have taken the AP Italian Language and Culture Exam in high school. Generally, a student who receives a score of 5 or 4 on the AP Italian Language and Culture Exam might place in ITAL 2103 or higher. Course credit will be given for ITAL 2101 and ITAL 2102 once a student's official scores have been received from the College Board. Final Placement is conditional upon the instructor's consent in consultation with the Italian coordinator. 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 Italian, please refer to the guidelines provided under Modern Languages and Literatures.

Students who need more semester hours to complete the Italian minor because of their language placement must take additional courses in the language. In the event that there are no courses in

the language, students may take MDLG 3400, MDLG 4400, or FNLT 4200 (provided it is related to language concentration). If additional classes are not available in the Modern Languages and Literatures Department, students may fulfill those credits with courses in the appropriate cultural studies areas, with pre-approval from the Italian Program Coordinator and the Department Chair.

Spanish Minor

For objectives and student learning outcomes, please see "Spanish Major."

Minor Requirements

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

A minimum grade of C (2.0) must be maintained in all upper division Spanish courses.

The Spanish minor consists of 20 semester hours taken beyond SPAN 2103:

- SPAN 2804 Stylistics and Composition *4 semester hours*
- SPAN 3410 Spanish Linguistics 1: Sounds and Words *4 semester hours*
- SPAN 3510 Introduction to Hispanic Literatures *4 semester hours*
-
- Choose one (1) of the following SPAN 3000-level courses:
 - SPAN 3521 Survey of Latin American Literature *4 semester hours* or
 - SPAN 3431 Spanish Linguistics 2: Structure and Variation *4 semester hours* or
 - SPAN 3541 Survey of Peninsular Spanish Literature *4 semester hours*
-
- - One (1) upper division 4000-level SPAN elective *4 semester hours*

Note:

SPAN 2101, SPAN 2102, and SPAN 2103/2113 may be satisfied by placing above that level through the LMU Spanish Placement Exam.

Lower division language courses (1000-2000 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 Spanish. A minimum grade of C (2.0) is required in all lower division Spanish courses.

LMU Spanish Placement Exam

All students interested in taking a Spanish course, including SPAN 2101, 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 2103 Spanish 3 or SPAN 2113 Spanish 3 for Latino Students. Final placement is conditional upon the instructor's consent in consultation with the Spanish coordinator. The student's Degree Works will reflect credit for SPAN 2101 and SPAN 2102 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.

Spanish courses in lower division (SPAN 2101, SPAN 2102, SPAN 2103) can be waived without credit if students placed in SPAN 2804 in their placement exam. Waived no-credit classes do not have to be made up to complete the Spanish minor. Credit earned from AP Language and/or Literature exams will be applied as general credits.

Study Abroad

Students considering study abroad are advised to go for a semester either during their sophomore year (Spring semester) or junior year (Fall or Spring semester). Consult the Study Abroad Office or the Spanish language professors for information about semester, year-long, or summer study abroad programs offered by universities other than those that the Spanish program endorses.

Prior to departure, students must obtain transfer credit approval for any Spanish (SPAN) course(s) that they plan to take from the Spanish coordinator and the Department Chair.

No more than one (1) Spanish upper course will transfer for the major or minor. Be aware that most study abroad programs offer three (3) unit courses. If a course taken abroad is worth only 3 units, a student should take a second Spanish course to be able to transfer 4 units.

Peace and Justice Studies

Director

Tracy Tiemeier

Minor

Peace and Justice Studies Minor

Director

Tracy Tiemeier

Objectives

The Peace and Justice Studies program seeks to embody the mission of the University, ever more important in light of the "just peace" movement that Pope Francis recently endorsed. As such, the Peace and Justice Studies minor seeks to ensure that students gain knowledge in three key areas of peace and justice as well as practically applying that knowledge through an engaged learning experience. Within the three main areas (Peace and Conflict; Social, Environmental, Economic, and Legal Justice; and Ethical Approaches), students may choose from a variety of courses that relate to their chosen fields of interest and emphasis, drawing from programs such as Political Science, History, Theological Studies, Philosophy, Economics, Sociology, and a number of other departments.

Minor Requirements:

20 semester hours (5 courses, minimum 3 upper division courses) are required for the minor. All minors must take PJST 1000 Introduction to Peace and Justice Studies. In addition, students must take courses within three designated areas with at least one course in each area: 1. Peace and Conflict; 2. Social, Environmental, Economic and Legal Justice; and 3. Ethical Approaches. One of the 5 courses must include an engaged learning course, OR a student must do a peace and justice-related internship (see Director).

Peace and Justice Studies Learning Outcomes

Peace and Justice Studies minors will:

1. Be knowledgeable of the historical contributions made by peacemakers in the past, and assess their contributions to continued thought in Peace and Justice Studies;
2. Be able to analyze complex systematic issues of injustice, conflict and oppression from multiple disciplinary perspectives;
3. Understand ethical issues of peace and justice; and
4. Possess a commitment to social justice and non-violence.

Courses

- PJST 1000 Introduction to Peace and Justice Studies *4 semester hours*
-
- Other courses may be approved at the discretion of the Director.

I. Peace and Conflict

- AFAM 4642 Sex, Race, and Violence *4 semester hours*
- HIST 2300 Red, White, and Black: Race in Colonial America *4 semester hours*
- HIST 3600 Conflict and Genocide in Africa *4 semester hours*
- HIST 4273 Nazi Germany *4 semester hours*
- HIST 4432 American Reform Movements *4 semester hours*
- HIST 4540 The Palestine/Israel Conflict *4 semester hours*

- HIST 4620 South Africa *4 semester hours*
- JWST 4350 The History and Psychology of the Holocaust and Genocide: Perspectives on Power *4 semester hours*
- POLS 3410 Politics of Africa *4 semester hours*
- POLS 3440 Politics in the Middle East *4 semester hours*
- POLS 3620 International Security *4 semester hours*
- POLS 3630 Peace and Reconciliation *4 semester hours*
- POLS 3650 United States Foreign Policy *4 semester hours*
- CMST 3430 Culture, Crime, and Punishment *4 semester hours*

II. Social, Environmental, Legal, and Economic Justice

- AFAM 1211 Introduction to African American Studies *4 semester hours*
- CATH 3752 Contemplatives in Action: Psychology, Spirituality, and Liberation *4 semester hours*
- CATH 4998 Special Studies 1 TO 4 *4 semester hours* (when taken as Pacifism and Peace Movements)
- EVST 3998 Special Studies 1 TO 4 *4 semester hours* (when taken as Women and Environmental Justice)
- FTVS 3310 Film/Media and Social Justice *4 semester hours*
- JWST 4370 Nazi Germany and Questions of Conscience *4 semester hours*
- POLS 3230 Courts, Law, and Society *4 semester hours*
- POLS 3320 Social Movements *4 semester hours*
- POLS 3340 Urban Politics *4 semester hours*
- POLS 3350 Elderly and the Law *4 semester hours*
- POLS 5360 Gender and the Law *4 semester hours*
- POLS 5720 Comparative Human Rights *4 semester hours*
- PSYC 3019 African and Black Psychology *4 semester hours*
- PSYC 3998 Special Studies 1 TO 4 *4 semester hours* (when taken as Liberation Psychologies)
- PSYC 4033 Community Psychology *4 semester hours*
- SOCL 3250 Health and Social Justice *4 semester hours*
- SOCL 3341 Politics, Faith, and Civic Engagement *4 semester hours*
- SOCL 3390 Work and Economic Justice *4 semester hours*
- SOCL 4100 Criminal Justice *4 semester hours*
- SOCL 4103 Social Psychology and the Law *4 semester hours*
- THST 3752 Contemplatives in Action: Psychology, Spirituality, and Liberation *4 semester hours*
- WGST 2000 Women in Global Communities *4 semester hours*
- WGST 3200 Gender, Race, and Environmental Justice *4 semester hours*

III. Ethical Approaches

- CATH 3563 Love and Justice *4 semester hours*
- PHIL 3100 Ethics *4 semester hours*
- PHIL 3110 Environmental Ethics *4 semester hours*
- PHIL 3140 Ethics and Education *4 semester hours*
- PHIL 3150 Contemporary Moral Problems *4 semester hours*
- PHIL 3165 Philosophy of Law *4 semester hours*
- PHIL 3998 Special Studies 1 TO 4 *4 semester hours* (when taken as Philosophy from the Periphery)

- POLS 3010 Classical and Christian Political Theory *4 semester hours*
- POLS 4030 Punishment and Mercy *4 semester hours*
- POLS 5710 International Affairs and Social Justice *4 semester hours*
- POLS 5730 Ethics and Peacebuilding *4 semester hours*
- THST 3260 Thinking Well, Doing Right *4 semester hours*
- THST 3286 Religion and (Non) Violence *4 semester hours*
- THST 3560 Punishment and Mercy *4 semester hours*
- THST 3563 Love and Justice *4 semester hours*
- THST 3564 Ethics and Justice in Dante's Inferno *4 semester hours*
- THST 3998 Special Studies *1 TO 4 semester hours* (when taken as Prisons and People)

Philosophy

Faculty

Chair: Martin Nemoianu

Professors: Jason S. Baehr, Christopher Kaczor, Eric D. Perl, Timothy Shanahan, Daniel Speak, Brad Elliott Stone, Brian Treanor, Robin Wang

Associate Professors: Marcela García Romero, Virgil Martin Nemoianu, Scott J. Roniger, Erin C. Stackle, Jeffrey Wilson

Assistant Professors: Joshua Mason, Ian Alexander Moore, Catherine Peters, Carissa Phillips-Garrett

Professor Emeritus and Distinguished Professor: Mark D. Morelli

Professor Emeritus: Mary Beth Ingham, C.S.J., Elizabeth Murray

Contact Information

Department Chair: Martin Nemoianu

Email: Martin.Nemoianu@lmu.edu

Telephone: 310.338.7347

Graduate Director: Daniel Speak

Email: Daniel.Speak@lmu.edu

Websites: bellarmine.lmu.edu/philosophy/

bellarmine.lmu.edu/philosophy/graduateprogram/

Office Location: University Hall 3600

Telephone: 310.338.1937

Fax: 310.338.5997

Senior Administrative Coordinator: Alexis Dolan

Email: Alexis.Dolan@lmu.edu

The Department

The Loyola Marymount University Department of Philosophy has a longstanding 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, historical and contemporary. 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.

Bachelors

Philosophy, B.A.

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 Philosophical Inquiry, Faith and Reason, and Ethics and Justice, (among others) 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 nine content areas:

- I. Logic (PHIL X0XX)
- II. Morality, Law, and Politics (PHIL X1XX)
- III. Natural and Social Sciences (PHIL X2XX)
- IV. Arts and Literature (PHIL X3XX)
- V. Religion and Theology (PHIL X4XX)

- VI. History of Philosophy (PHIL X5XX)
- VII. Contemporary Movements (PHIL X6XX)
- VIII. Major Thinkers (PHIL X7XX)
- IX. Mind and Reality (PHIL X8XX)

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) and not otherwise being on academic probation.

University Core for the Major

Two courses meeting University Core requirements (one meeting the Philosophical Inquiry requirement and the other meeting the Ethics and Justice requirement) must normally be taken through the Department of Philosophy and will be counted toward the major.

Logic

- PHIL 2010 Logic 4 semester hours

The History of Philosophy Sequence

- PHIL 3510 Ancient Philosophy *4 semester hours*
- PHIL 3520 Medieval Philosophy *4 semester hours*
- PHIL 3530 Modern Philosophy I *4 semester hours*
- PHIL 3540 Modern Philosophy II *4 semester hours*

Note:

Students are encouraged to take the History of Philosophy sequence in chronological order.

Three Philosophy Electives

At least two of these electives must be upper-division courses taken at LMU, in addition to the courses that satisfy the University Core Philosophical Inquiry and Ethics and Justice requirements. At least one of these electives must be a 4000-level seminar. At least one elective in the major must focus on Contemporary Philosophy.

Senior Assessment

- PHIL 4990 Senior Assessment *0 semester hours*

Note:

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 complete two additional PHIL elective courses, at least one of which must be an upper division course. A minimum GPA in all Philosophy courses of 3.7 is also required.

Philosophy Model Four-Year Plan

The normal course load is 16 semester hours (4 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 a few PHIL major requirements. 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

- PHIL 1800 Philosophical Inquiry *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 12-16 semester hours

Sophomore Year

Fall Semester

- PHIL 2010 Logic *4 semester hours*
- PHIL 3510 Ancient Philosophy *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- PHIL 3520 Medieval Philosophy *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- PHIL 3100 Ethics *4 semester hours*
- PHIL 3530 Modern Philosophy I *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- PHIL 3540 Modern Philosophy II *4 semester hours*
 - - Upper or Lower Division PHIL *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- Upper Division PHIL *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- PHIL 4990 Senior Assessment *0 semester hours*
 - - Upper Division PHIL *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Masters

Philosophy, M.A.

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.

Admission Requirements

1. The General Test of the Graduate Record Examination (GRE) (waived for some foreign applicants).
2. Demonstration of undergraduate competence in Philosophy, as evidenced by the completion of an undergraduate major or minor in Philosophy, or strong undergraduate preparation in a closely related field. The competency of students with non-traditional backgrounds will be determined in interviews with the Program Director.
3. An undergraduate GPA of 3.0.
4. An application, 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 (10 6000-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 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 and evaluate a student's ability to articulate and defend his/her 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.

Minor

Philosophy Minor

Minor Requirements

20 semester hours in Philosophy, of which at least 12 are in upper division courses. Courses taught through the Philosophy Department meeting core requirements (for example, PHIL 1800, PHIL 3100) may be counted towards the minor. An average of C (2.0) must be attained in courses in the minor.

Political Science and International Relations

Faculty

Chairperson: Gene Park

Professors: Jodi Finkel, Richard Fox, Michael A. Genovese, Evan Gerstmann, Fernando J. Guerra, Gene Park, John M. Parrish

Associate Professors: Feryal Cherif, Andrew Dilts, Kerstin Fisk, Jennifer Ramos, Janie S. Steckenrider

Assistant Professors: Chaya Crowder, Gabriele Magni, Claudia Sandoval

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.

The Department offers degree programs in two fields of study: **International Relations** and **Political Science**.

Bachelors

International Relations, B.A.

International Relations Student Learning Outcomes

The Political Science Department strives to help all majors:

1. Demonstrate a broad and deep understanding of international relations.
2. Possess the skills necessary to think critically and communicate effectively about international relations.
3. Value active citizenship and a just society.
4. Develop proficiency in a second language.

Major Requirements

In addition to the major requirements below, **all majors must take one additional core curriculum course:** HIST 1XXX except 13XX and 14XX (lower-level non-U.S. History course; Core: Explorations: Historical Analysis and Perspectives) [see Note 1]). Majors who are also University Honors students must take one core curriculum course. ECON 1050 Introductory Economics, and choose an international History upper division elective (HIST 3XXX and 4XXX except 33XX, 34XX, 43XX and 44XX).

Students may not double-major in International Relations and Political Science. However, students may choose to major in International Relations, while minoring in Political Science (or vice versa). In this case, students may only double-count one of the lower division courses and none of the upper division courses towards the minor.

Students seeking to double-major in International Relations and another department/program may do so. Up to one course, beyond the lower division, may double-count [See Note 2].

A. Lower Division Requirements: 4 courses (16 semester hours)

1. Students must take POLS 1400 and POLS 1600.
2. Students must take POLS 2100.
3. Students must take ECON 1050.

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

1. Students must take POLS 3620 and POLS 4650.
2. Students take at least one POLS International Relations or Comparative Politics 5000-level seminar OR POLS 5800 and POLS 5810 (Honors Seminar and Thesis, 2 semesters). [see Note 3]
3. Students must take 3 upper-division electives (courses with international focus from POLS, ECON, SOCL or HIST [see Note 4], or advanced methods course [see Note 5]). For University Honors students, one of these must be HIST.
4. All students who will have completed 100 hours or more by Spring semester are required to enroll in POLS 5700. This is a zero-semester-hour course, required for graduation, which includes an assessment of program learning outcomes, a senior exit interview, and possible additional program evaluation.

C. Additional Requirements

1. An average grade of C (2.0) must be obtained in courses included in the major.
2. Lower Division requirements must be met before pursuing upper division requirements.
3. Students must take 2 semesters of a second language or demonstrate proficiency [see Note 5].
4. Students must engage in an international experience through a study abroad program [see Note 7].

Total: 40 semester hours

Notes

Note 1:

The qualifying HIST 1000-level courses would include: HIST 1110 Ancient Mediterranean History, HIST 1120 Heirs of Rome: Europe, Byzantium, and Islam in the Early Middle Ages, HIST 1130 Crisis and Expansion: Europe and the World, 1200-1648, HIST 1200 European Empires, Exploration, and Exchange since 1500, HIST 1201 Power, Privilege, and Agency in Modern Europe, HIST 1202 The Individual, the State, and Civil Society in Modern Europe, HIST 1203 Religion, Society, and the Search for Meaning in Modern Europe, HIST 1204 Revolutions in the Making of Modern Europe, HIST 1510 Minorities and Women in the Modern Middle East, HIST 1520 The Social Lives of Commodities in the Modern Middle East, HIST 1700 Colonial Latin America, HIST 1750 Modern Latin America, HIST 1800 Modern Asia: China, Japan, and Korea since 1600, HIST 1600 African States and Societies since 1800.

Note 2:

Students must write an internationally-focused thesis.

Note 3:

In Political Science: Any upper division comparative politics or international relations course (taught by Drs. Cherif, Finkel, Fisk, Magni, Park, and Ramos.) Other POLS courses with significant global perspectives or international politics course content may count towards the major at the discretion of the faculty director, and in consultation with the professor.

In Economics: ECON 3410 World Economic History (prerequisite is ECON 1050) ECON 3700 International Trade (prerequisite is ECON 1050); ECON 3720 International Finance Theory (prerequisite is ECON 1050); ECON 3750 Global Poverty (prerequisite is ECON 1050), ECON 4740 Economic Development (prerequisite is ECON 3100).

In History: HIST 3XXX and 4XXX except 33XX, 34XX, 43XX and 44XX; these include HIST 3600 Conflict and Genocide in Africa, HIST 3702 Women in Colonial Latin America, HIST 3704 Latin American Revolutions in Film, HIST 4010 Pirates and Piracy, HIST 4200 Early Modern Europe, HIST 4205 Europe in the Long Nineteenth Century, HIST 4206 20th-Century Europe, HIST 4215 European Imperialism, HIST 4225 Gender in European History, HIST 4250 Modern Britain and the British Empire, HIST 4272 20th-Century Eastern Europe, HIST 4281 Modern Russia, 1825-1991, HIST 4282 Ethnicity and Empire in Russia, HIST 4402 Politics and Culture of the Cold War, 1917-1989, HIST 4510 Star, Cross, and Crescent, HIST 4520 The Ottoman Empire, HIST 4540 The Palestine/Israel Conflict, HIST 4640 Colonial Africa, 1860-1980, HIST 4820 Modern China, HIST 4830 Women in East Asian History.

In Sociology: SOCL 3260 Human Trafficking , SOCL 3370 Sociology of Globalization, SOCL 3371 Gender and Global Migration, SOCL 3998 - Blacks in Latin America. Any other courses must be approved by the faculty director prior to course enrollment.

Note 4:

Students interested in graduate studies are strongly encouraged to take an advanced methods course.

Note 5:

Language proficiency will be assessed via the Modern Languages' online placement tests. In the event the test is not offered, the student must go to a language department in a university that does offer that language and have an instructor there assess proficiency and provide a letter as evidence. Although Level 2 proficiency is the required minimum for the major, we strongly encourage students to continue to more advanced levels.

Note 6:

The study broad experience must be an LMU or LMU-approved semester or summer program, including the Washington Center. A summer program must be at least 6 semester hours. Ideally, this requirement should enhance a student's language skills and cultural awareness that he, she or they is/are focused on at LMU. A maximum of two courses from study abroad may count towards the major, in consultation with the faculty director. The IR director may approve an internationally-oriented internship in lieu of studying abroad on a case-by-case basis.

Honors in International Relations

Students who attain a GPA of 3.60 or higher, both overall and in the major, are automatically eligible to enroll in the POLS 5800 Honors Seminar in the Fall of their senior year and write a POLS 5810 Honors Thesis 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 International Relations. Both the Honors Seminar and Honors Thesis count toward the 24 semester hours of upper division coursework required of majors.

International Relations Model Four-Year Plan

The normal course load is 16 semester hours (4 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 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

- FFYS 1000 First Year Seminar *4 semester hours*
- POLS 1600 International Relations *4 semester hours*
 - - Foreign Language 1 *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours*
- POLS 1400 Comparative Politics *4 semester hours*
 - - Foreign Language 2 *4 semester hours*
 -

- Elective *3-4 semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- POLS 2100 Empirical Approaches *4 semester hours*
 - - HIST 1XXX (except HIST 13XX and 14XX) *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- ECON 1050 Introductory Economics *4 semester hours*
 - - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester [Study Abroad]

- Elective *3 semester hours*
- Elective *3 semester hours*
- Elective *3 semester hours*
- Upper-Division Elective *3 semester hours*
- Upper-Division Elective *3 semester hours*

Total: 15 semester hours

Spring Semester

- POLS 3620 International Security *4 semester hours*
- POLS 4650 Politics of the Global Economy *4 semester hours*
 - - Upper Division International Elective *4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 15-16 semester hours

Senior Year

Fall Semester

- Upper Division International Elective *4 semester hours*
- Upper Division International Elective *4 semester hours*
- Upper Division Elective *4 semester hours*
- Upper Division Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- POLS 5700 International Relations Senior Assessment *0 semester hours*
 - - POLS 5XXX International Relations or Comparative Politics Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *4 semester hours*
 - - Upper Division Elective *4 semester hours*

Total: 15-16 semester hours

Political Science, B.A.

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.

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.

Students may not double-major in Political Science and International Relations. However, students may choose to major in Political Science, while minoring in International Relations (or vice versa). In this case, students may only double-count one of the lower division courses and none of the upper division courses towards the minor.

Students seeking to double-major in Political Science and another department/program may do so. Up to one course may double-count at the discretion of both program directors/chairs.

A. Lower Division Requirements: 4 courses (16 semester hours)

1. Students must take two of the following three courses: POLS 1200, POLS 1400, and POLS 1600.
2. Students must take POLS 2000 and POLS 2100.
3. An average grade of C (2.0) must be obtained in these courses with a minimum grade of a C- in every course.

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

1. Students take at least one 5000-level seminar.
2. An average grade of C (2.0) must be obtained in courses included in the major with a minimum grade of a C- in every course.

C. Additional Requirements

1. Students must take at least four 4-semester-hour courses to complete the major.

Total: 40 semester hours

Honors in Political Science

Students who attain a GPA of 3.60 or higher, both overall and in the major, are automatically eligible to enroll in the POLS 5800 Honors Seminar in the Fall of their senior year and write a POLS 5810 Honors Thesis 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 16 semester hours (4 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

- POLS 1200 U.S. Politics *4 semester hours* or
- POLS 1400 Comparative Politics *4 semester hours* or
- POLS 1600 International Relations *4 semester hours*
-
- FFYS 1000 First Year Seminar *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- POLS 1200 U.S. Politics *4 semester hours* or
- POLS 1400 Comparative Politics *4 semester hours* or
- POLS 1600 International Relations *4 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- POLS 2000 Foundations of Political Theory *4 semester hours* or
- POLS 2100 Empirical Approaches *4 semester hours*
-
-
- University Core *3-4 semester hours*
-
- University Core *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- POLS 2000 Foundations of Political Theory *4 semester hours* or
- POLS 2100 Empirical Approaches *4 semester hours*
 - University Core *3-4 semester hours*
 -

- University Core *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- POLS Upper Division *4 semester hours*
- POLS Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- POLS Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- POLS Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- POLS Upper Division *4 semester hours*
- POLS 5000-level *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Note:

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.

Minor

International Relations Minor

Minor Requirements

20 semester hours

Students may minor in *both* International Relations and Political Science. Students who do so may only double-count one of the lower division courses and none of the upper division courses towards the minor.

A. Lower Division Requirements: 2 courses (8 semester hours)

1. Students must take POLS 1400 and POLS 1600.

B. Upper Division Requirements: 3 courses (12 semester hours)

1. 1 POLS Elective in International Relations or Comparative Politics.
2. 2 Electives (courses with an international focus from POLS, ECON, SOCL, HIST, or EVST, or advanced methods course; see approved courses).

C. Additional Requirements

1. An average grade of C (2.0) must be obtained in courses included in the major.
2. Lower Division requirements must be met before pursuing upper division requirements.
3. Students must take 2 semesters of a second language or demonstrate proficiency [see Note 3], OR engage in an international experience through study abroad [see Note 4].

Notes

Note 1:

In Politics: any upper division comparative politics or international relations course (taught by Drs. Cherif, Finkel, Fisk, Magni, Park, and Ramos). Other POLS courses with significant global perspectives or international politics course content may count towards the minor at the discretion of the faculty director, and in consultation with the professor.

In Economics: ECON 3410 World Economic History (prerequisite is ECON 1050), ECON 3720 International Finance Theory (prerequisite is ECON 1050), ECON 3750 Global Poverty (prerequisite is ECON 1050), ECON 4740 Economic Development (prerequisite is ECON 3100).

In History: HIST 3XXX and 4XXX except 33XX, 34XX, 43XX and 44XX; these include HIST 3600 Conflict and Genocide in Africa, HIST 3702 Women in Colonial Latin America, HIST 3704 Latin American Revolutions in Film, HIST 4010 Pirates and Piracy, HIST 4200 Early Modern Europe, HIST 4205 Europe in the Long Nineteenth Century, HIST 4206 20th-Century Europe, HIST 4215 European Imperialism, HIST 4225 Gender in European History, HIST 4250 Modern Britain and the British Empire, HIST 4272 20th-Century Eastern Europe, HIST 4281

Modern Russia, 1825-1991, HIST 4282 Ethnicity and Empire in Russia, HIST 4402 Politics and Culture of the Cold War, 1917-1989, HIST 4510 Star, Cross, and Crescent, HIST 4520 The Ottoman Empire, HIST 4540 The Palestine/Israel Conflict, HIST 4640 Colonial Africa, 1860-1980, HIST 4820 Modern China, HIST 4830 Women in East Asian History.

In Sociology: SOCL 3260 Human Trafficking, SOCL 3370 Sociology of Globalization, SOCL 3371 Gender and Global Migration, SOCL 3998 - Blacks in Latin America. Any other non-POLS courses must be approved by the faculty director prior to course enrollment.

Any other non-POLS courses must be approved by the faculty director prior to course enrollment.

Note 2:

Students interested in graduate studies are strongly encouraged to take an advanced methods course.

Note 3:

Language proficiency will be assessed via the Modern Languages' online placement tests. In the event the test is not offered, the student must go to a language department in a university that does offer that language and have an instructor there assess proficiency and provide a letter as evidence. Although Level 2 proficiency is the required minimum for the minor, we strongly encourage students to continue to more advanced levels.

Note 4:

The study abroad experience must be an LMU or LMU-approved semester or summer program, including the Washington Center. A summer program must be at least 6 semester hours. Ideally, this requirement should enhance a student's language skills and cultural awareness that he, she or they is/are focused on at LMU. Only one course from study abroad may count towards the minor, in consultation with the faculty director. The IR director may approve an internationally-oriented internship in lieu of studying abroad on a case-by-case basis.

Political Science Minor

Minor Requirements

20 semester hours

Students may minor in *both* International Relations and Political Science. Students who do so may only double-count one of the lower division courses and none of the upper division courses towards the minor.

A. Lower Division Requirements: 2 courses (8 semester hours)

1. Students must take two of the following lower division courses:

- POLS 1200 U.S. Politics *4 semester hours*
- POLS 1400 Comparative Politics *4 semester hours*
- POLS 1600 International Relations *4 semester hours*
- POLS 2000 Foundations of Political Theory *4 semester hours*
- POLS 2100 Empirical Approaches *4 semester hours*

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. An average grade of C (2.0) must be obtained in the courses included in the minor with a minimum grade of C- in every course.

Note:

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

Psychology

Faculty

Chairperson: Adam W. Fingerhut

Associate Chair: Máire B. Ford

Professors: Jennifer S. Abe, Adam W. Fingerhut, Judith G. Foy, Michael R. Foy, Cheryl N. Grills, David J. Hardy, Joseph W. LaBrie, Ricardo A. Machón, Nora A. Murphy, Vandana Thadani

Associate Professors: Máire B. Ford, Brett Marroquin, Michael E. Mills, Kayoko Okada

Assistant Professors: Negin Ghavami, Diana E. Santacrose, Alexandra N. Sturm

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 offers a high quality curriculum where students examine the science of human and animal behavior, including biological, psychological, and sociocultural perspectives. 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.

Bachelors

Psychology, B.A.

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.

Core knowledge areas students will study/learn:

- Biological foundations of behavior
- Psychological foundations of behavior
- Social and cultural foundations of behavior.

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. Cognitive Neuroscience
 - b. Biological Psychology (including Brain and Behavior, Neuropsychology, Sensation and Perception, Comparative, and Ethological Psychology)
 - c. Clinical, Abnormal, and Personality Psychology
 - d. Developmental and Social Psychology
2. Demonstrate an increased appreciation and understanding of the importance of a scientific approach to understanding human behavior
3. Demonstrate an ability to analyze and critically evaluate the biopsychosocial components of behavior
4. Demonstrate an ability to apply critical thinking in order to
 - a. Understand psychological principles
 - b. Evaluate scientific research, including research presented in the media
5. Demonstrate written communication skills on psychological topics
6. Demonstrate oral communication skills on psychological topics
7. Demonstrate an ability to apply psychological principles, including the consideration of ethics and social justice, to contemporary problems/issues
8. Demonstrate an ability to identify ethical issues and apply ethical principles to research in the following situations:
 - a. When conducting research
 - b. When evaluating research
9. Demonstrate competency in the following aspects of research methods:
 - a. Locate and understand past research
 - b. Formulate a hypothesis based on past research
 - c. Design research to test a hypothesis
 - d. Use statistical software to analyze research data
 - e. Write complete manuscripts in APA style

Major Requirements

LMU students who wish to switch into the major (from undeclared status or other majors at LMU) must have completed PSYC 1000 General Psychology (with a minimum grade of C) and must have a cumulative GPA of 3.0. Students are strongly encouraged to declare a psychology

major by the end of the first semester of sophomore year. Declaring a major after this time may delay the completion of their degree requirements beyond the typical four-year period.

External transfer students to LMU who have not received transfer credit approval for PSYC 2001 Statistical Methods for Psychology or PSYC 2002 Research Methods may be delayed in the completion of their degree requirements beyond the typical two-year period.

A minimum grade of C (2.0) is required in all courses for the major. Students must repeat any course in which a grade below C (2.0) is earned.

Students may not register for any Psychology course for a third time without the written permission of the Psychology Department Chairperson and the Dean of the Bellarmine College of Liberal Arts.

Lower Division Major Requirements (16 semester hours):

1. PSYC 1000 General Psychology
2. PSYC 2001 Statistical Methods for Psychology
3. PSYC 2002 Research Methods
4. PSYC 2003 Brain and Behavior

Upper Division Major Requirements (24 semester hours):

Prerequisite: Completion of all lower division major requirements with a minimum grade of C (2.0) in each.

1. PSYC 4001 Cognitive Neuroscience
2. PSYC 4002 Social Psychology
3. Three additional upper division PSYC electives (12 semester hours): 2 courses, either PSYC 3000- or PSYC 4000-level; and 1 PSYC 4000-level course
4. PSYC 4100 Capstone Seminar. Prerequisite: All upper division major requirements completed or currently in progress.
5. PSYC 4195 Senior Assessment. Prerequisite: All upper division major requirements completed or currently in progress.

Psychology Model Four-Year Plan

The normal course load is 16 semester hours (typically 4 classes). By following a model similar to the one below, a student will complete all lower division core requirements by the end of the sophomore year as well as lower division major requirements/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. While there are many paths to completion in four years, this sample model is one approach. This plan meets all common graduation requirements.

Freshman Year

Fall Semester

- PSYC 1000 General Psychology *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- PSYC 2001 Statistical Methods for Psychology *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- PSYC 2002 Research Methods *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- PSYC 2003 Brain and Behavior *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- PSYC 4001 Cognitive Neuroscience *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- PSYC 4002 Social Psychology *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- PSYC 3xxx or 4xxx Upper Division Elective *4 semester hours*
- PSYC 3xxx or 4xxx Upper Division Elective *4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- PSYC 4100 Capstone Seminar *4 semester hours*
- PSYC 4195 Senior Assessment *0 semester hours*
 - - PSYC 4xxx Upper Division Elective *4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Honors in Psychology

Psychology majors who 1) meet a minimum Psychology and University GPA and 2) who have the consent of a department faculty member who will oversee their Honors project may apply to do Honors in the last two semesters at LMU. Applications are due in the semester before Honors work will begin (generally, the Spring semester of Junior year). To receive Honors, accepted students must, over the course of at least two semesters: 1) complete a significant research project; 2) complete an APA-style manuscript detailing the project; and 3) complete a conference presentation detailing the project prior to graduation (e.g., by participating in LMU's Undergraduate Research Symposium). Accepted students should enroll in PSYC 4196 for 0 semester hours in the Fall of their Senior year and 4 semester hours in the Spring of their Senior year. The 4 semester hours from PSYC 4196 count toward the 24 semester hours of upper division course work required of majors, but do not fulfill the capstone course requirement.

Minor

Psychology Minor

Minor Requirements

LMU students who wish to declare a Psychology minor must have completed PSYC 1000 General Psychology (with a minimum grade of C) and must have a cumulative GPA of 3.0.

A minimum grade of C (2.0) is required in all courses for the minor. Students must repeat any minor course in which a grade below C (2.0) is earned.

Students may not register for any Psychology course for a third time without the written permission of the Psychology Department Chairperson and the Dean of the Bellarmine College of Liberal Arts.

Lower Division Minor Requirements (12 semester hours):

- PSYC 1000 General Psychology *4 semester hours*
- PSYC 2001 Statistical Methods for Psychology *4 semester hours*
- PSYC 2002 Research Methods *4 semester hours*

Three upper division elective courses (12 semester hours):

- PSYC 3xxx or 4xxx Upper Division Elective *4 semester hours*
- PSYC 3xxx or 4xxx Upper Division Elective *4 semester hours*
- PSYC 3xxx or 4xxx Upper Division Elective *4 semester hours*

Note:

Electives are selected in consultation with the Psychology Department Advisor (the Associate Chair) for the Minors. PSYC 4xxx Upper Division Electives require completion of PSYC 1000

General Psychology, PSYC 2001 Statistical Methods for Psychology, PSYC 2002 Research Methods, and PSYC 2003 Brain and Behavior.

Sociology

Faculty

Chairperson: Anna Muraco

Professors: Stacy Lee Burns, James Faught, Anna Muraco, Rebecca Sager

Associate Professors: Stephanie Limoncelli, Eric Magnuson, Rachel Washburn

Assistant Professors: Ravaris Moore, Sylvia Zamora

Bachelors

Sociology, B.A.

Objectives

The Sociology Department aims to foster the intellectual development of students and to promote lifelong learning experiences. Through coursework, we expect our students to develop what C. Wright Mills called the "sociological imagination" or the ability to recognize and assess how social forces shape the lives of individuals in a changing and complex world.

Our curriculum is designed to help students to explore relationships in society, the social and cultural dimensions of human behavior, the dynamics of interaction, social institutions and groups, and social change in a global context. Upon completing the major, students are equipped with the necessary analytical and methodological skills to help solve contemporary and real-world problems and are prepared for graduate study and careers in a range of fields.

Sociology Student Learning Outcomes

1. **To enable students to develop a sociological imagination.**
 1. Demonstrate an understanding of the unique perspective of sociology.
 2. Describe how social structure affects groups and individuals.
2. **To enable rigorous analysis of social phenomena using sociological concepts, frameworks, and methodologies.**
 1. Apply theoretical frameworks used in sociology.
 2. Transform a problem of interest into a researchable question.
 3. Evaluate methodologies used in sociological research.
3. **To encourage the development of engaged, thoughtful individuals capable of applying a sociological perspective to address social problems.**
 1. Use sociological information to critically analyze contemporary social issues and/or problems.

Major Requirements

- 40 total semester hours in sociology
- An average grade of C (2.0) in major courses must be obtained in order to graduate.

Lower Division Requirements (12 semester hours):

- SOCL 1000 Principles of Sociology *4 semester hours*
- SOCL 2000 Qualitative Research Methods *4 semester hours*
- SOCL 2100 Quantitative Research Methods *4 semester hours*

Note:

A grade of at least C (2.0) will be required in all lower division courses.

Upper Division Requirements:

28 semester hours in upper division courses in sociology which must include SOCL 3000 and SOCL 4900. SOCL 4900 should be taken in the senior year.

The remaining 20 semester hours are to be chosen from the three theme areas into which upper division sociology courses are grouped: I. Social Institutions, Organizations, and Groups; II. Power and Inequality; and III. Social Processes and Change. Students must take at least one course from each of the three theme areas. The remaining courses may be taken from any of the upper division offerings.

At least two 3000- or 4000-level sociology courses must be taken in the senior year.

An average grade of C (2.0) is required in upper division courses included in the major.

30 of the last 36 units must be completed at LMU

A maximum of **40** upper division units in any one department (including SOCL) will be accepted toward overall degree requirements.

Area I: Social Organizations, Institutions, and Groups

- SOCL 3100 Metropolitan Los Angeles *4 semester hours*
- SOCL 3110 Sociology of Sport *4 semester hours*
- SOCL 3120 Social Organization *4 semester hours*
- SOCL 3130 Sociology of Law *4 semester hours*
- SOCL 3140 Sociology of Popular Culture *4 semester hours*
- SOCL 3141 Media: The Empire of Illusion *4 semester hours*
- SOCL 3150 Sociology of Health and Illness *4 semester hours*
- SOCL 3152 Women's Bodies, Health, and Sexuality *4 semester hours*
- SOCL 3160 Sociology of Marriage and Families *4 semester hours*

- SOCL 4100 Criminal Justice *4 semester hours*
- SOCL 4101 Criminal Law *4 semester hours*
- SOCL 4103 Social Psychology and the Law *4 semester hours*
- SOCL 4110 Religion, Culture, and Society *4 semester hours*
- SOCL 4120 Science, Technology, and Society *4 semester hours*

Area II: Power and Inequality

- SOCL 3200 Deviant Behavior *4 semester hours*
- SOCL 3210 Gender and Society *4 semester hours*
- SOCL 3211 Men and Masculinities *4 semester hours*
- SOCL 3221 Race and Ethnic Relations *4 semester hours*
- SOCL 3222 Sociology of the Black Community *4 semester hours*
- SOCL 3223 Race in Latin America *4 semester hours*
- SOCL 3231 Social Stratification *4 semester hours*
- SOCL 3232 Community *4 semester hours*
- SOCL 3233 Political Sociology *4 semester hours*
- SOCL 3240 Sociology of Aging *4 semester hours*
- SOCL 3250 Health and Social Justice *4 semester hours*
- SOCL 3260 Human Trafficking *4 semester hours*
- SOCL 3270 Poverty and Place *4 semester hours*
- SOCL 3290 Social Inequalities *4 semester hours*
- SOCL 4202 Crime and Delinquency *4 semester hours*

Area III: Social Processes and Change

- SOCL 3300 Urban Sociology *4 semester hours*
- SOCL 3310 Demography and Population Analysis *4 semester hours*
- SOCL 3320 Social Psychology *4 semester hours*
- SOCL 3321 Sociology of Emotions *4 semester hours*
- SOCL 3340 Social Movements *4 semester hours*
- SOCL 3341 Politics, Faith, and Civic Engagement *4 semester hours*
- SOCL 3350 The Life Course *4 semester hours*
- SOCL 3351 Sociology of Adolescents *4 semester hours*
- SOCL 3360 Environment and Society *4 semester hours*
- SOCL 3370 Sociology of Globalization *4 semester hours*
- SOCL 3371 Gender and Global Migration *4 semester hours*
- SOCL 3372 Sociology of U.S. Immigration *4 semester hours*
- SOCL 3373 Immigration and Los Angeles *4 semester hours*
- SOCL 3390 Work and Economic Justice *4 semester hours*

Sociology Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- SOCL 1000 Principles of Sociology *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- PHIL 1800 Philosophical Inquiry *4 semester hours*
 - - Studies in American Diversity *4 semester hours*

Total: 16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours*
 - - THST 1XXX Theological Inquiry *4 semester hours*
 - Historical Analysis and Perspectives *4 semester hours*
 - Lower-Division Elective *4 semester hours*

Total: 16 semester hours

Sophomore Year

Fall Semester

- SOCL 2000 Qualitative Research Methods *4 semester hours*
 - - Flagged Course *4 semester hours*
 - Creative Experience *3 semester hours*
 - Lower-Division Elective *4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SOCL 2100 Quantitative Research Methods *4 semester hours*
 - - Nature of Science, Technology, and Math *3 semester hours*
 - Lower-Division Elective *4 semester hours*
 - Lower-Division Elective *4 semester hours*

Total: 15 semester hours

Junior Year

Fall Semester

- SOCL 3000 Sociological Theory *4 semester hours*
 - - SOCL Upper Division (Theme Area) *4 semester hours*
 - - SOCL Upper Division (Theme Area) *4 semester hours*
 - - Flagged Course *4 semester hours*

Total: 16 semester hours

Spring Semester

- SOCL Upper Division (Theme Area) *4 semester hours*
- SOCL Upper Division Elective *4 semester hours*
- Ethics and Justice *3-4 semester hours*
- Flagged Course *3-4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- SOCL Upper Division Elective *4 semester hours*
- Faith and Reason *3-4 semester hours*
- Upper Division Elective *4 semester hours*
- Flagged Course *4 semester hours*

Total: 16 semester hours

Spring Semester

- SOCL 4900 Sociology Seminar *4 semester hours*
 - - Interdisciplinary Connections *4 semester hours*
 - - Upper Division Elective *4 semester hours*
 - - Upper Division Elective *4 semester hours*

Total: 16 semester hours

Minor

Sociology Minor
Minor Requirements

20 semester hours, including SOCL 1000 and SOCL 2000 or SOCL 2100, and SOCL 3000, and 8 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 3000- or 4000-level sociology course must be taken in the senior year.

Theological Studies

Faculty

Chairperson: Amir Hussain

Professors: Christopher Key Chapple (Navin & Pratima Doshi Professor of Indic & Comparative Theology), Douglas Christie, Allan Deck, S.J., Cecilia Gonzalez-Andrieu, Roberto Dell'Oro, Michael P. Horan, Anna Harrison, Amir Hussain, Charlotte Radler, Jonathan Rothchild, Daniel L. Smith-Christopher

Associate Professors: Brett Hoover, Gil Klein, Matthew Petrusek, Nancy Pineda-Madrid, (T. Marie Chilton Chair in Catholic Theology), Tracy Sayuki Tiemeier

Assistant Professors: Sarah Emanuel, Kim Harris, Layla Karst, Christopher Jain Miller (Bhagwan Mallinath Assistant Professor of Jain Studies), Eric Haruki Swanson

Senior Instructor: Nirinjan Khalsa

Instructor: Roy Fisher

Contact Information

Department Chair: Amir Hussain

E-mail: Amir.Hussain@lmu.edu

Undergraduate Director: Matthew Petrusek

E-mail: Matthew.Petrusek@lmu.edu

Graduate Director: Brett Hoover

E-mail: Brett.Hoover@lmu.edu

Websites: <https://bellarmine.lmu.edu/theologicalstudies/>

Graduate Programs: <https://bellarmine.lmu.edu/theologicalstudies/graduateprograms/>

Office Location: University Hall 3700

Telephone: 310.338.7670

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**
- **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 (note: GRE scores and standardized tests are 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; a written response to a piece of theological writing; and two letters of recommendation (one academic reference recommended). 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 should be received in the Graduate Admission Office by the priority deadline indicated below. Applications received after this deadline will be reviewed on an individual basis.

March 1 for the Fall semester (recommended deadline but applications accepted afterward)

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

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. 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 largest 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.

Bachelors

Theology, B.A.

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, and many other professions 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, majors should:

1. Identify the beliefs and practices of major religious traditions, including Christianity and especially Catholic Christianity;
2. Understand the richness and complexity of theological and religious traditions, especially in light of contemporary issues and diverse voices;
3. Examine and evaluate critically the diverse ways in which religious beliefs and practices change across time and space;
4. Integrate theological and religious questions and problems through the careful study of a major theological or religious thinker or theme;
5. Develop theological and religious comprehension and reflection through engaged learning.

By virtue of their Theological Studies courses, minors should:

1. Identify the beliefs and practices of major religious traditions;
2. Understand the richness and complexity of theological and religious traditions, especially in light of contemporary issues and diverse voices;
3. Examine and evaluate critically the diverse ways in which religious beliefs and practices change across time and space;
4. Integrate theological and religious questions and problems through the careful study of either a major theological or religious thinker or a major theological or religious theme.

Major Requirements

The undergraduate major consists of 40 semester hours total (10 courses).

Lower Division Requirements (3 courses or 12 semester hours):

- THST 1000 Hebrew Bible/Old Testament: Theology, History, Interpretation *4 semester hours* or
- THST 1010 New Testament Contexts *4 semester hours*
-
- THST 1030 Exploring the Catholic Theological Tradition *4 semester hours* or
- THST 1080 Comparative Theology *4 semester hours*
-
- THST 1500 World Religions of Los Angeles *4 semester hours*

Note:

Normally, THST 1000 or THST 1010 is taken at the beginning of the program of study.

Upper Division Requirements (28 semester hours: 3 required courses, 4 elective courses):

Required Upper Division Courses (12 semester hours)

- - Any THST Historical Analysis and Perspectives course *4 semester hours*
- THST 4090 Major Theological and Religious Thinker *4 semester hours*
- THST 4091 Major Theological and Religious Theme *4 semester hours*

Upper Division Electives (16 semester hours)

- Four upper division THST electives, including one Flagged: Engaged Learning course and at least one at the 4000-level, are required.

Additional Requirements

Requirements include taking an additional Engaged Learning flag (beyond the one required in the University Core) in a Theological Studies course.

Note:

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

We 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 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 (TAK), 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.

TAK Undergraduate Admission Qualifications:

1. Completion of at least three semesters at LMU
2. Successful completion of 16 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

- Theological Inquiry (Foundations level) (see Course Descriptions)
- First Year Seminar (Foundations level) (see Course Descriptions)
- Studies in American Diversity (Foundations level) (see Course Descriptions)
- Historical Analysis and Perspectives (Explorations level) (see Course Descriptions)
- Faith and Reason (Integrations level) (see Course Descriptions)
- Ethics and Justice (Integrations level) (see Course Descriptions)
- Interdisciplinary Connections (Integrations level) (see Course Descriptions)

Only courses in the 1000 series and 3000 series will fulfill the core curriculum requirements. All 4000-level courses have a prerequisite of one upper division course. The 4000-level courses fulfill major or minor requirements. Except for those entering LMU as a transfer student, no student may take a 3000-level course without successful prior completion of a 1000-level course.

Theological Studies Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- THST 1000 Hebrew Bible/Old Testament: Theology, History, Interpretation *4 semester hours* or
- THST 1010 New Testament Contexts *4 semester hours*
-
- FFYS 1000 First Year Seminar *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- THST 1030 Exploring the Catholic Theological Tradition *4 semester hours* or
- THST 1080 Comparative Theology *4 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- THST 1500 World Religions of Los Angeles *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- Any THST Historical Analysis and Perspectives *4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- THST 4000-level *4 semester hours*
- THST Upper Division Elective *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- THST Upper Division Elective *4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Senior Year

Fall Semester

- THST 4091 Major Theological and Religious Theme *4 semester hours*
 -
 - THST Upper Division Elective (with additional Engaged Learning flag) *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- THST 4090 Major Theological and Religious Thinker *4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Masters

Pastoral Theology, M.A.

Degree Requirements

Core Courses (8 courses--24 semester hours) in categories A through H:

- THST 6010 Foundations of New Testament Theology *3 semester hours* or
- THST 6000 Foundations of Old Testament Theology *3 semester hours*
- THST 6030 Introduction to Systematic Theology *3 semester hours*
- THST 6060 Foundations of Theological Ethics *3 semester hours* or
 -
 - one course from the Historical area (6020s) *3 semester hours*
- THST 6070 Foundations of Pastoral Theology *3 semester hours*
- THST 6074 Spiritual Formation for Pastoral Ministry *3 semester hours*
- THST 6078 Supervised Pastoral Field Education *3 semester hours* (usually taken after 15 semester hours and THST 6070)
- THST 6090 Graduate Pro-Seminar *3 semester hours* (usually taken during the first semester)
- THST 6091 Pastoral Synthesis Seminar *3 semester hours* (student must have completed at least 27 semester hours in order to take this capstone course)

Pastoral Theology Electives

(18 semester hours)

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 course selected to satisfy this requirement cannot be used to satisfy the requirements of concentrations below.

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 6051 The Theory and Practice of Spiritual Direction, needs to be taken first; THST 6054 Practicum and Supervision in Spiritual Direction, needs to be taken last. The other two courses can be taken whenever opportune, after completing the first course.

- THST 6051 The Theory and Practice of Spiritual Direction *3 semester hours*
- THST 6052 Ignatian Spirituality and Discernment *3 semester hours* (prerequisite: THST 6051)
- THST 6053 Psychological Foundations of Spiritual Direction *3 semester hours* (prerequisite: THST 6051)
- THST 6054 Practicum and Supervision in Spiritual Direction *3 semester hours* (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 include: Directors of Religious Education; Directors of Youth Ministry or Campus Ministry; and Directors of Catechumenate/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

Students are required to take:

- THST 6073 Theory and Practice of Pastoral Leadership *3 semester hours*

Students are required to take any two (2) of the following:

- THST 6040 Liturgical Theology: History and Interpretation *3 semester hours*
- THST 6041 The Rites *3 semester hours*
- THST 6071 Pastoral Approaches to Religious Education *3 semester hours*
- THST 6043 Faith and Culture *3 semester hours* (Catechesis in Southern California)
- THST 6075 Pastoral Liturgy *3 semester hours*
- THST 6076 The Theology of the Parish *3 semester hours*
- THST 6077 Special Topics in Pastoral Theology *3 semester hours*
- THST 6053 Psychological Foundations of Spiritual Direction *3 semester hours*

Pastoral Synthesis Project (Pastoral Theology 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 neither solely a research paper nor a reflection paper, but a synthesis of both. The project is typically done in the last year of the Pastoral Theology program.

Learning Outcomes

Students will be able to:

- Assess pastoral situations from a critical stance;
- Reflect on ministerial practice in and perfect ministry skills for a culturally and religiously diverse society;

- Perform biblical exegesis with attention both to historical contexts and contemporary pastoral contexts
- Reflect critically on the praxis of faith and of justice within an ecumenically-minded Roman Catholic context
- Situate contemporary theological developments and pastoral practice in light of historical trajectories;
- Interpret the work of seminal thinkers in Christian ethics and analyze contemporary moral problems;
- Establish strategies and habits for the integration of one's own faith, pastoral practice, and theological expertise.

Theology, M.A.

Degree Requirements

Core Courses (7 courses--21 semester hours) in categories A through G:

- THST 6010 Foundations of New Testament Theology *3 semester hours* or
- THST 6000 Foundations of Old Testament Theology *3 semester hours*
-
- THST 6020 Foundations of Historical Theology *3 semester hours*
 - - Any one course from the 6X20s
-
- THST 6030 Introduction to Systematic Theology *3 semester hours*
- THST 6060 Foundations of Theological Ethics *3 semester hours*
- THST 6090 Graduate Pro-Seminar *3 semester hours* (usually taken during the first semester)
- THST 6092 Comprehensive Exam Seminar *3 semester hours* (taken after completing 36 semester hours minimum)
- THST 6093 Research and Writing Seminar *3 semester hours* (taken after completing 36 semester hours minimum)

Theology Electives (21 semester hours)

Theology students are to complete an additional 21 semester hours for a total of 42 semester hours.

Total: 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 6080 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 6080 Comparative Theology *3 semester hours*

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 6033 Feminist Theology *3 semester hours*
- THST 6081 Comparative Religious Ethics *3 semester hours*
- THST 6082 Comparative Mysticism *3 semester hours*
- THST 6083 Hinduism, Vedanta, and Yoga *3 semester hours*
- THST 6084 Buddhism *3 semester hours*
- THST 6085 Classics of Chinese Philosophy *3 semester hours*
- THST 6086 Readings in Religious Literature *3 semester hours*
- THST 6087 Jainism *3 semester hours*

Learning Outcomes

Students will be able to:

- Perform biblical exegesis with attention to historical contexts, the history of interpretation, and contemporary theological developments;
- Engage in critical reflection on major theological themes, including the ability to articulate different perspectives and place them in dialogue, and the ability to engage such themes in real world contexts;
- Perform critical historical analysis, reading and interpreting primary sources of theology in their broader context;
- Situate contemporary theological developments in light of historical trajectories;

- Interpret the work of seminal thinkers in Christian ethics and analyze contemporary moral problems;
- Discern accurate and credible knowledge about diverse religious traditions and expressions;
- Engage the question of the theological significance of religious diversity;
- Articulate multiple methods in theological studies and apply them in appropriate scholarly ways and contexts;

- Engage critically with the Roman Catholic intellectual tradition, appreciating the internal diversity within Roman Catholic and wider Christian traditions, and articulating how an encounter with the Roman Catholic intellectual tradition enhances engagement with one's own religious perspectives.

Minor

Theology Minor

Theology Minor Requirements

The undergraduate minor consists of 20 semester hours (5 courses).

Minors are required to take a minimum of three upper division courses (at least one of the courses has to be a 4000-level, and one of the courses has to be THST 4090 Major Theological and Religious Thinker OR THST 4091 Major Theological and Religious Theme).

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.

Bioethics Minor

Students with particular interest in Bioethics are encouraged to consider the Bioethics Minor described in this Bulletin.

Urban and Environmental Studies

Chairperson

Peter R. Hoffman

Faculty

Professor: Bernadette Musetti

Associate Professors: Peter R. Hoffman, Mona Seymour

Assistant Professor: Tyler Harlan

The Department

Urban and Environmental Studies is an interdisciplinary department focused on critically examining two of the most dynamic issues of the 21st Century: the rapid urbanization of the global population and the dramatic increase in the complexity of human interactions with the natural environment. The department's concentration in urban studies allows students and faculty to engage in the systemic study of cities and work to address the complex economic, political, and social problems of urbanization and urban life. Similarly, the concentration in environmental studies allows students and faculty to study complex environment-society relationships and gain a better understanding of some of the world's most pressing ecological, political, economic, and social problems.

The department curriculum, including the Urban Studies senior project and the EVST capstone course, allows students to take advantage of one of LMU's greatest assets: the many linkages that connect LMU to the extraordinary dynamic, multicultural metropolitan area surrounding the University. Los Angeles is both an educational resource and a laboratory for the department's students.

Bachelors

Urban Studies, B.A.

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.

Career options for Urban Studies majors may be found in local government, law enforcement, real estate development, and urban social services. The major is also appropriate preparation for students seeking careers or graduate education in urban planning, public administration, social welfare, policy analysis, or the law.

Urban Studies Student Learning Outcomes

By virtue of their Urban Studies Program courses, students should know:

- The general history of urbanization and its associated economic and demographic processes
- The structures and expressions of urbanization and urban life associated with modern and postmodern cities
- The structures and expressions of urbanization and urban life associated with cities of the developed realms/core and those associated with cities of the less developed realm/periphery
- The basic research questions and agendas associated with the various disciplines contributing to our understanding of urban issues
- The general expressions of urbanization and urban life associated with contemporary Los Angeles

- The common theories, practices, and methodologies employed in contemporary urban planning and policy analysis;

By virtue of their Urban Studies Program courses, students should be able to:

- Effectively employ contemporary social science methodology in the analysis of urban issues
- Demonstrate written and oral competencies in the analysis of urban issues and policy
- Identify and utilize appropriate primary data, including census materials, for the analysis of urban issues
- Apply their understanding of urban issues to the development and critical analysis of programs and policies appropriate to addressing contemporary social and economic problems
- Successfully pursue graduate education in such areas as urban planning, public administration, policy analysis, social welfare, and the law upon completion of their major;

By virtue of their Urban Studies Program courses, students should value:

- Diverse perspectives in the analysis and assessment of urban issues and policies
- Thoughtful analysis of the implications of urbanization and urban policy in the context of social justice and sound environmental practices
- Rigorous, scientific research that enlightens the experience of urban populations and contributes to the resolution of the social and environmental problems associated with urbanization
- Community-based participation in the development of programs and policies that contribute to the social, economic, political, and environmental improvement of their communities and cities.

Major Requirements

Lower Division Requirements:

16 semester hours:

- URBN 1000 The Urban World *4 semester hours*
- URBN 1010 Introduction to Geographical Information Systems *4 semester hours*
- SOCL 2000 Qualitative Research Methods *4 semester hours*
- SOCL 2100 Quantitative Research Methods *4 semester hours*

Note:

A grade of C (2.0) will be required in all lower division major courses.

Upper Division Requirements:

24 semester hours in upper division courses, including:

- URBN 3045 Urban Planning *4 semester hours*
- URBN 3046 Sustainable Cities *4 semester hours*
- URBN 3047 Community Development *4 semester hours*
- URBN 4000 Senior Project *4 semester hours*

8 semester hours in one or more of the following areas:

1. Law and Justice:

- POLS 3230 Courts, Law, and Society *4 semester hours*
- POLS 4210 United States Constitutional Law: Case Method I *4 semester hours*
- POLS 4220 United States Constitutional Law: Case Method II *4 semester hours*
- SOCL 3130 Sociology of Law *4 semester hours*
- SOCL 3200 Deviant Behavior *4 semester hours*
- SOCL 4100 Criminal Justice *4 semester hours*
- SOCL 4101 Criminal Law *4 semester hours*
- SOCL 4202 Crime and Delinquency *4 semester hours*

2. Urban Politics, Public Administration, and Policy Analysis:

- CLST 3320 Racial and Ethnic Politics *4 semester hours*
- CLST 4310 Chicana/o Politics *4 semester hours*
- ECON 3560 Urban Economics *4 semester hours*
- POLS 3340 Urban Politics *4 semester hours*
- POLS 4390 Politics of Los Angeles *4 semester hours*
- POLS 4250 Public Policy Analysis *4 semester hours*
- SOCL 3120 Social Organization *4 semester hours*

3. Urban Culture:

- ART 481 Photographing Los Angeles *3 semester hours*
- HIST 4410 History of Los Angeles *4 semester hours*
- SOCL 3232 Community *4 semester hours*
- SOCL 3300 Urban Sociology *4 semester hours*
- URBN 3010 Metropolitan Los Angeles *4 semester hours*
- WGST 3800 Gender and Urban Geographies *4 semester hours*

4. Urban-Ethnic Communities:

- APAM 4327 Asian American Psychology *4 semester hours*
- APAM 4350 Immigration and Los Angeles *4 semester hours*
- CLST 3308 Contemporary Urban Issues *4 semester hours*
- ECON 3740 Economic Development of Minority Communities *4 semester hours*
- SOCL 3221 Race and Ethnic Relations *4 semester hours*
- SOCL 3222 Sociology of the Black Community *4 semester hours*

5. Urban Planning:

- BIOL 321 Urban Ecology *3 semester hours*
- ECON 3300 Econometrics *4 semester hours*
- ECON 3340 Forecasting Methods *4 semester hours*
- ECON 5320 Advanced Econometrics *4 semester hours*
- SOCL 3310 Demography and Population Analysis *4 semester hours*

- SOCL 3360 Environment and Society *4 semester hours*
- URBN 3998 Special Studies 1 *TO 4 semester hours* (taken as GIS Research *4 semester hours*)

Note:

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

Urban Studies Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- URBN 1000 The Urban World *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- URBN 1010 Introduction to Geographical Information Systems *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- SOCL 2000 Qualitative Research Methods *4 semester hours*
 - - University Core *3-4 semester hours*
 -

- University Core *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SOCL 2100 Quantitative Research Methods *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- URBN 3046 Sustainable Cities *4 semester hours*
- URBN 3047 Community Development *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- URBN 3045 Urban Planning *4 semester hours*
 -
 - URBN Upper Division *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- URBN Upper Division *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- URBN 4000 Senior Project *4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Environmental Studies, B.A.

Objectives

The interdisciplinary Environmental Studies curriculum enables students to gain a broad foundation in the environment and human ecological relationships. Students examine these relationships and the natural environment from the perspectives of the humanities, social sciences, and environmental sciences, and apply these perspectives in an innovative capstone seminar.

Student Learning Outcomes

Students who successfully compete the Environmental Studies major should:

Know-Understand

1. The basic science that frames and makes comprehensible current debates about environmental issues.
2. Various ways to assess and grasp the moral and ethical significance of environmental crises and the various possible responses to those crises.
3. The practical challenges (e.g., political, economic, etc.) associated with various possible responses to environmental crises.
4. The primary environmental issues confronting humans in the 21st Century (e.g., anthropogenic climate change, loss of biodiversity, resource consumption, etc.).

Do-Be Able to

1. Apply diverse perspectives and ways of addressing environmental questions (e.g., philosophical, economic, scientific, political, theological, etc.), transcending traditional disciplinary boundaries in favor of a more holistic perspective.
2. Apply the knowledge they have learned in the course of their studies to real-world issues, bridging the supposed gap between theory and practice.
3. Write, speak, and think clearly about the issues studied in the major and minor.

Value

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

Major Requirements

The major consists of eleven (11) courses; most EVST majors will complete the required curriculum with 42 or 43 semester hours.

Lower Division Major Requirements: 3 courses

- ENVS 101 Introduction to Environmental Science *3 semester hours*
- EVST 1000 Introduction to Environmental Studies *4 semester hours*
- EVST 1010 Introduction to Geographic Information Systems *4 semester hours*

Upper Division Major Requirements: 3 courses

- EVST 3010 Environmental Policy *4 semester hours*
- EVST 3020 Sustainable Cities *4 semester hours*
- EVST 4001 Environmental Studies Capstone Seminar *4 semester hours*

Major Distribution Course Requirements: 4 courses

Majors must meet the following course distribution requirements:

- Humanities (1 course; 3-4 semester hours)
- Social Sciences (1 course; 3-4 semester hours)
- Environmental Science (1 course, plus lab is applicable; 3-4 semester hours)
- Ethics and Justice (1 course; 3-4 semester hours)

Majors must meet the following requirement in selecting distribution courses:

- No more than four (4) lower division courses may count for the major (including the three required lower division major courses)
- An appropriate lower division course not listed for one of the Distributions may be counted for the major with approval of the Department Chair

Major Elective Course Requirements: 1 course

Majors must meet the following requirements in selecting an additional course to complete the major:

- No more than four (4) lower division courses may count for the major (including the three required lower division major courses)
- 1- and 2-semester-hour courses do not count toward the 11-course major requirement

Courses Approved for the Major and Minor Distribution Requirements and Major Elective Course

I. Humanities Distribution

- HIST 1060 Modern Global Environmental History *4 semester hours*
- HIST 1900 Science, Nature, and Society *4 semester hours*
- HIST 3452 US Environmental History *4 semester hours*
- HIST 3820 Environment and Economy in China *4 semester hours*
- HIST 4411 The American West *4 semester hours*
- PHIL 3110 Environmental Ethics *4 semester hours*
- PHIL 3220 Environmental Philosophy *4 semester hours*
- PHIL 3998 Special Studies *1 TO 4 semester hours* (taken as Environmental Virtue Ethics *4 semester hours*)
- THST 3780 World Religions and Ecology *4 semester hours*
- WGST 3200 Gender, Race, and Environmental Justice *4 semester hours*

II. Social Science Distribution

- ECON 3998 Special Studies *1 TO 4 semester hours* (taken as Green Decision Making *4 semester hours*)
- ECON 4160 Environmental Economics *4 semester hours*
- EVST 3998 Special Studies *1 TO 4 semester hours*
- SOCL 3360 Environment and Society *4 semester hours*
- SOCL 3998 Special Studies *1 TO 4 semester hours* (taken as Environmental Movements *4 semester hours*)
 - SOCL 3998 Special Studies *1 TO 4 semester hours* (taken as Environmental Inequality and Justice *4 semester hours*)
- URBN 1000 The Urban World *4 semester hours*
- URBN 3045 Urban Planning *4 semester hours*
- URBN 3998 Special Studies *1 TO 4 semester hours* (taken as Environmental Planning and Policy *4 semester hours*)

III. Environmental Science Distribution

- BIOL 311 Plant Interactions *3 semester hours*
- BIOL 316 Island Biology *3 semester hours*
- BIOL 321 Urban Ecology *3 semester hours*
- BIOL 322 Urban Ecology Lab *1 semester hours*
- BIOL 357 Comparative Animal Physiology *3 semester hours*
- BIOL 370 Plant Biotechnology *3 semester hours*
- BIOL 381 Baja Marine Ecology Laboratory *1 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 460 Environmental Microbiology *3 semester hours*

- CHEM 250 Earth Systems *3 semester hours*
- CHEM 357 Environmental Chemistry: Atmosphere and Climate *3 semester hours*
- CHEM 358 Environmental Chemistry: Water, Soil, and Sediment *3 semester hours*
- CIVL 320 Introduction to Environmental Engineering *3 semester hours*
- CIVL 400 Fundamentals of Water and Wastewater Treatment *3 semester hours*
- ENVS 250 Earth Science *3 semester hours*
- ENVS 263 Surfing and the Ocean Realm *3 semester hours*
- ENVS 276 Atmospheric Science *3 semester hours*
- ENVS 279 Principles of Environmental Sustainability *3 semester hours*
- ENVS 357 Environmental Chemistry: Atmosphere and Climate *3 semester hours*
- ENVS 358 Environmental Chemistry: Water, Soil, and Sediment *3 semester hours*
- HHSC 322 Public Health *3 semester hours*
- SCEM 190 Exploring the Natural Sciences *1 semester hours*

Note:

Some biology and environmental science courses have prerequisites beyond ENVS 101.

IV. Ethics and Justice

- EVST 3998 Special Studies *1 TO 4 semester hours*
- PHIL 3110 Environmental Ethics *4 semester hours*
- PHIL 3998 Special Studies *1 TO 4 semester hours* (taken as Environmental Virtue Ethics *4 semester hours*)
- SOCL 3998 Special Studies *1 TO 4 semester hours* (taken as Sustainability in East Asia *4 semester hours*)
 - SOCL 3998 Special Studies *1 TO 4 semester hours* (taken as Environmental Inequality and Justice *4 semester hours*)
- WGST 3200 Gender, Race, and Environmental Justice *4 semester hours*

Note:

PHIL 3110 and PHIL 3998 and WGST 3200 may only be counted for one of the distribution requirements.

Elective Course

Alternatively, any course listed in the four Distribution categories can count for this requirement.

- ART 334 Animal Drawing *3 semester hours*
- ART 354 Art and Ecology *3 semester hours*
- INBA 4895 Global Sustainability: Challenges and Prospects in East Asia *4 semester hours*
- LBST 4900 Education and Global Issues *4 semester hours*

Environmental Studies Major Four-Year Plan:

Freshman Year

Fall Semester

- EVST 1000 Introduction to Environmental Studies *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- ENVS 101 Introduction to Environmental Science *3 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 12-15 semester hours

Sophomore Year

Fall Semester

- - Humanities EVST Requirement *4 semester hours*
- EVST 1010 Introduction to Geographic Information Systems *4 semester hours* or
- URBN 1010 Introduction to Geographical Information Systems *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- Social Science EVST Requirement *4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Junior Year

Fall Semester

- - Environmental Science EVST (plus lab if applicable) *3-4 semester hours*
- URBN 3046 Sustainable Cities *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

Senior Year

Fall Semester

- EVST Upper Division Elective *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- EVST 4001 Environmental Studies Capstone Seminar *4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Minor

Urban Studies Minor

Minor Requirements

20 semester hours, including

- URBN 1000 The Urban World *4 semester hours*
- URBN 1010 Introduction to Geographical Information Systems *4 semester hours*
- URBN 3045 Urban Planning *4 semester hours*

- URBN 3046 Sustainable Cities *4 semester hours*
- URBN 3047 Community Development *4 semester hours*

Note:

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

Environmental Studies Minor

The minor consists of six classes that can be satisfied with between 18 and 24 semester hours; students will generally complete the minor with 22 semester hours of work.

The course requirements are as follows:

- EVST 1000 Introduction to Environmental Studies *4 semester hours*
- ENVS 101 Introduction to Environmental Science *3 semester hours*
 - - One Humanities Elective (such as HIST 1060, HIST 1900, HIST 3452, HIST 3820, HIST 4411, PHIL 3110, PHIL 3220, THST 3780, WGST 3200)
 - - One Social Science Elective (such as ECON 4160, URBN 3045, URBN 3046)
 - - One Environmental Science Elective (such as BIOL 321, ENVS 250, ENVS 279, SCEM 190)
- EVST 4001 Environmental Studies Capstone Seminar *4 semester hours* (Typically offered in Spring only)

Only one of the three elective distribution requirement courses may be lower division.

Women's and Gender Studies

Faculty

Chairperson: Sina Kramer

Professors: Robbin D. Crabtree, Stella Oh

Associate Professor: Sina Kramer

Assistant Professors: Amanda Apgar, Sandibel Borges, Mairead Sullivan

Bachelors

Women's and Gender Studies, B.A.

Objectives

The mission of Women's and Gender 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 and Gender Studies invites students to participate in a vibrant interdisciplinary program of study that places women at the center of traditional disciplines. It encourages the critical examination of academic fields such as the humanities, social sciences, natural sciences, and the arts, as well as the gendered assumptions that underwrite them. Further, Women's and Gender 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 and Gender 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 and Gender 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 and Gender Studies Student Learning Outcomes

- Students will be able to analyze the complex ways gender shapes the world, particularly in relation to race, sexuality, class, and other social factors.
- Students will be able to evaluate how feminist theories and methodologies provide intellectual tools through which we can examine inequalities and argue for change.
- Students will be able to express commitment to gender and social justice through an intersectional framework.
- Students will be able to clearly articulate their ideas orally and in writing.
- Students will gain information literacy skills.

Major Requirements

Lower Division Requirements: 12 semester hours

- WGST 1000 Gender and Social Movements *4 semester hours*
- WGST 1100 Gender, Race, and Sexuality in Contemporary Society *4 semester hours*
-
- WGST 2000 Women in Global Communities *4 semester hours* or
- WGST 2200 Women's Bodies, Health, and Sexuality *4 semester hours*

Upper Division Requirements: 24 semester hours

Required Upper Division Courses: 12 semester hours

- WGST 3000 Feminist Theories *4 semester hours* or
- WGST 4001 Queer Theory *4 semester hours*
- WGST 3100 Feminist Research Methods *4 semester hours*
- WGST 4900 Senior Seminar in Women's and Gender Studies *4 semester hours*

Upper Division Options: 12 semester hours

Choose 8 semester hours (2 courses) from one of the following:

- WGST 3200 Gender, Race, and Environmental Justice *4 semester hours*
- WGST 3300 Gender, Race, and the Graphic Novel *4 semester hours*
- WGST 3301 Literature by Women of Color *4 semester hours*
- WGST 3500 Genders and Sexualities *4 semester hours*
- WGST 3600 History of Women in California *4 semester hours*
- WGST 3800 Gender and Urban Geographies *4 semester hours*
- WGST 4100 Sex, Trade, Trafficking *4 semester hours*
- WGST 4101 Queer Migration and Diaspora *4 semester hours*

In addition, choose 4 semester hours (1 course) from any Women's and Gender Studies upper division course.

At times a special studies course may be taken in lieu of one of the upper division electives. Please consult the Department for advice.

Total: 36 semester hours

Women's and Gender Studies majors should have a minimum of a C (2.0) in all Women's and Gender Studies classes.

Please note that cross-listed courses may have departmental prerequisites; consult departments for details.

Women's and Gender Studies Model Four-Year Plan

The normal course load is 16 semester hours (4 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

- WGST 1000 Gender and Social Movements *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- WGST 1100 Gender, Race, and Sexuality in Contemporary Society *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- WGST 2000 Women in Global Communities *4 semester hours* or WGST 2200 Women's Bodies, Health, and Sexuality
 - - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 12-16 semester hours

Junior Year

Fall Semester

- WGST 3000 Feminist Theories *4 semester hours*
- or WGST Upper Division Required Elective *4 semester hours*
 - - WGST Upper Division Required Elective *4 semester hours*
 - University Core *3-4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- WGST 4100 Sex, Trade, Trafficking *4 semester hours*
- or WGST Upper Division Optional Elective *4 semester hours*
 - - WGST Upper Division Required Elective *4 semester hours*
 - University Core *3-4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- WGST 3100 Feminist Research Methods *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- WGST 4900 Senior Seminar in Women's and Gender Studies *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Minor

Women's and Gender Studies Minor

Minor Requirements

16 semester hours, including WGST 1000 or WGST 1100, WGST 3000 or WGST 4001, and at least 8 semester hours of WGST upper division courses. A minimum grade of C (2.0) must be earned in the Women's and Gender Studies minor courses. Please note that cross-listed courses may have departmental prerequisites; consult departments for details.

Yoga Studies

Faculty

Program Director: Christopher Key Chapple (Doshi Professor of Indic and Comparative Theology)

Associate Professor: Tracy Tiemeier

Assistant Professor: Christopher Miller (Bhagwan Mallinath Assistant Professor of Jainism and Yoga Studies)

Instructor: Nirinjan Khalsa (Instructor of Theological Studies)

Clinical Professor: Lori Rubenstein Fazio (Clinical Professor of Yoga and Health)

Adjunct Faculty: Karen Muldoon-Hules (Lecturer in Yoga Studies), Dermott Walsh (Postdoctoral Faculty Fellow in Theological Studies)

Certificate

Yoga Therapy Post-Graduate Certificate

Learning Outcomes of the Post-Graduate Certificate (PGYT)

Upon successful completion of the certificate, students will:

1. Gain expertise in anatomy, physiology, and health science from the perspective of yoga
2. Gain expertise in applied yoga philosophy for enhancing eudemonic well-being
3. Demonstrate skilled competence in performing client intake, evaluation, assessment, and development of yoga therapy plans
4. Know the history and application of yoga therapy within and outside of India
5. Master the competencies required by the International Association for Yoga Therapists (see Requirements below).

Requirements

- All students must have completed the Master of Arts in Yoga Studies degree at LMU.
- All students must have completed, or be in the process of completing, Yoga Therapy Rx Level I through the LMU Center for Religion and Spirituality.

- All students will complete an additional nine semester hours of graduate study: YGST 6060 Health Science and Yoga II, YGST 6070 Yoga Therapy Applications, and YGST 6080 Yoga Therapy Practicum.
- All students will engage in a minimum of one semester of mentored Yoga Therapy practicum hours.
- Students seeking to qualify for Certification with the International Association of Yoga Therapists (C-IAYT) will complete Yoga Therapy Rx Level II and any remaining requisite mentored practicum hours through the LMU Center for Religion and Spirituality.

Curriculum

Fall, Year 3

- YGST 6060 Health Science and Yoga II *3 semester hours*
- YGST 6070 Yoga Therapy Applications *3 semester hours*

Spring, Year 3

- YGST 6080 Yoga Therapy Practicum *3 semester hours*
 - - Optional: Yoga Therapy India Study Abroad

Masters

Yoga Studies, M.A.

Learning Outcomes of the M.A. Program in Yoga Studies

1. Graduates will gain knowledge of the Sanskrit language and the history and philosophy of Yoga traditions.
2. Graduates will understand the human physiological experience from Western and Yogic perspectives.
3. Graduates will understand the effects of Yoga practices on the human body.
4. Graduates will gain and apply knowledge of the spiritual and ethical dimensions of Yoga.
5. Graduates will understand modern Yoga in the context of historical and sociological developments.
6. Graduates will demonstrate effective research, evaluation, and writing skills on focused topics in Yoga.
7. Graduates who pursue the Yoga Therapy option will demonstrate competency in designing and implementing safe evidence-based therapeutic Yoga practices for individuals and groups with a variety of health conditions.

Degree Requirements

Each Fall semester a new class will be welcomed as a cohort. The cohort will continue together as a group for the first year including the Fall, Spring, and Summer semesters. In the second year, students are able to choose courses within Graduate Yoga Studies coursework to focus their study in solely Yoga Studies or add courses in Yoga Therapy.

The total time to complete the Residential M.A. in Yoga Studies will be 21 months for the Yoga Studies and 21 months for Yoga Therapy optional coursework, allowing additional time to fulfill Certification with the International Association of Yoga Therapists (C-IAYT) requirements, with 39 semester hours, plus pre/co-requisites.

Total time to complete the Low Residency/Online M.A. in Yoga Studies is 33 months with 36 semester hours, plus pre/co-requisites.

Admission to the program is available only for the Fall semester.

As a pre- or co-requisite for completion of the M.A. Yoga Studies degree (with Yoga Studies or Yoga Therapy focus area option), each student must successfully complete one of the following LMU Yoga Studies Certificates through the Center for Religion and Spirituality: Yoga Philosophy (online), Vinyasa Krama Teacher Training, Yoga Therapy Rx, Yoga Ed, Yoga Mindfulness and Social Change, or Yoga and the Healing Sciences OR will be allowed, upon review, to transfer six post-graduate credits from another institution in an area related to Yoga Studies.

Note: Post Graduate Yoga Therapy Certificate and Yoga Therapy focused M.A. students who choose to pursue their IAYT certification must take Yoga Therapy Rx Level 1 as a co-requisite during the first year of study, and Yoga Therapy Rx Level 2 as a co-requisite during the second year. M.A. Yoga Studies coursework plus these two co-requisite certificate programs and completion of 150 mentored practicum hours qualifies graduates to apply for Certification with the International Association of Yoga Therapists (C-IAYT), if they so choose. Practicum hours are included within the M.A. program; however, additional hours are offered through the Yoga Therapy Rx program with LMU's Center for Religion and Spirituality.

Curriculum

Residential M.A., Yoga Studies

Fall, Year 1

- YGST 6005 Introduction to Sanskrit *3 semester hours*
- YGST 6010 Health Science and Yoga I *3 semester hours*
- YGST 6015 Foundations of Yoga Studies *3 semester hours*
- (This course takes place on the LMU campus as a 10 day intensive course in late August. Exact dates will vary.)

Spring, Year 1

- YGST 6020 Yoga Philosophy: Text and Practice *3 semester hours*
- YGST 6026 Sanskrit: The Bhagavad Gita *3 semester hours*
- YGST 6030 Hatha Yoga Texts *3 semester hours*

Summer, Year 1

- YGST 6040 Buddhism and Yoga *3 semester hours*

- YGST 6041 Jaina Yoga *3 semester hours*

Fall, Year 2

- YGST 6025 Sanskrit: The Yoga Sutra *3 semester hours*
- YGST 6050 History of Modern Yoga *3 semester hours*
- YGST 6082 Comparative Mysticism *3 semester hours*

Spring, Year 2

- YGST 6096 Writing and Research Seminar *3 semester hours*

Residential M.A. Yoga Studies (Yoga Therapy Option)

Fall, Year 1

- YGST 6005 Introduction to Sanskrit *3 semester hours*
- YGST 6010 Health Science and Yoga I *3 semester hours*
- YGST 6015 Foundations of Yoga Studies *3 semester hours*
- (This course takes place on the LMU campus as a 10 day intensive course in late August. Exact dates will vary.)

Spring, Year 1

- YGST 6020 Yoga Philosophy: Text and Practice *3 semester hours*
- YGST 6026 Sanskrit: The Bhagavad Gita *3 semester hours*
- YGST 6030 Hatha Yoga Texts *3 semester hours*

Summer, Year 1

- YGST 6040 Buddhism and Yoga *3 semester hours*
- YGST 6041 Jaina Yoga *3 semester hours*

Fall, Year 2

- YGST 6060 Health Science and Yoga II *3 semester hours*
- YGST 6070 Yoga Therapy Applications *3 semester hours*
-
- YGST 6050 History of Modern Yoga *3 semester hours* or
- YGST 6082 Comparative Mysticism *3 semester hours*

Spring, Year 2

- YGST 6080 Yoga Therapy Practicum *3 semester hours*
- YGST 6096 Writing and Research Seminar *3 semester hours*

Low Residency M.A. Yoga Studies

Fall, Year 1

- YGST 6005 Introduction to Sanskrit *3 semester hours*
- YGST 6010 Health Science and Yoga I *3 semester hours*
- YGST 6015 Foundations of Yoga Studies *3 semester hours*
- (This course takes place on the LMU campus as a 10 day intensive course in late August. Exact dates will vary.)

Spring, Year 1

- YGST 6020 Yoga Philosophy: Text and Practice *3 semester hours*
- YGST 6026 Sanskrit: The Bhagavad Gita *3 semester hours*

Summer, Year 1

- YGST 6040 Buddhism and Yoga *3 semester hours*
- YGST 6041 Jaina Yoga *3 semester hours*

Fall, Year 2

- YGST 6025 Sanskrit: The Yoga Sutra *3 semester hours*
- YGST 6082 Comparative Mysticism *3 semester hours*

Spring, Year 2

- YGST 6030 Hatha Yoga Texts *3 semester hours*

Fall, Year 3

- YGST 6050 History of Modern Yoga *3 semester hours*

Spring, Year 3

- YGST 6096 Writing and Research Seminar *3 semester hours*

Low Residency M.A. Yoga Studies (Yoga Therapy Option)

Fall, Year 1

- YGST 6005 Introduction to Sanskrit *3 semester hours*
- YGST 6010 Health Science and Yoga I *3 semester hours*
- YGST 6015 Foundations of Yoga Studies *3 semester hours*
- (This course takes place on the LMU campus as a 10 day intensive course in late August. Exact dates will vary.)

Spring, Year 1

- YGST 6020 Yoga Philosophy: Text and Practice *3 semester hours*
- YGST 6026 Sanskrit: The Bhagavad Gita *3 semester hours*

Summer, Year 1

- YGST 6040 Buddhism and Yoga *3 semester hours*
- YGST 6041 Jaina Yoga *3 semester hours*

Fall, Year 2

- YGST 6060 Health Science and Yoga II *3 semester hours*
- YGST 6070 Yoga Therapy Applications *3 semester hours*

Spring, Year 2

- YGST 6030 Hatha Yoga Texts *3 semester hours*
- YGST 6080 Yoga Therapy Practicum *3 semester hours*

Fall, Year 3

- YGST 6050 History of Modern Yoga *3 semester hours*
- or
- YGST 6082 Comparative Mysticism *3 semester hours*

Spring, Year 3

LMU College of Business Administration

Administration

Dean: Dayle M. Smith

Associate Dean: Lawrence Kalbers

Assistant Dean: Leigh Fine, Undergraduate Programs

Directors: Yongsun Paik (Center for Asian Business and Center for International Business Education); David Choi (Fred Kiesner Center for Entrepreneurship); Dustin Cornwell, (Senior Director - Graduate Programs), Jeff Thies (Institute for Business Ethics and Sustainability), Nola Wanta (Senior Director, Business Development and Strategy)

Organization

The College is organized into five Departments, each led by a chairperson.

- Department of Accounting
- Department of Finance
- Department of Information Systems and Business Analytics
- Department of Management
- Department of Marketing and Business Law

The College also operates four centers, each led by a director.

- Center for Asian Business
- Center for International Business Education
- Fred Kiesner Center for Entrepreneurship (related courses offered through the Departments)
- Institute for Business Ethics and Sustainability

Graduate Degree Programs

The College offers the Master of Business Administration in different formats. The part-time MBA addresses the educational demands of a person who recognizes the need to continue to build his or her career. The College also offers a dual J.D./MBA degree with Loyola Law School and dual degrees with the Seaver College of Science and Engineering: M.S. in Civil Engineering/MBA, M.S. in Computer Science/MBA, M.S. in Electrical Engineering/MBA,

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, a Master of Science in Business Analytics, a Master of Science in Entrepreneurship and Sustainable Innovation, a Master in Global Entrepreneurial Management, and a Master of Science in Management.

Baccalaureate Degree Programs

The College offers three Baccalaureate Degrees:

A bachelor of Business Administration (B.B.A.) with majors in Entrepreneurship, Finance, Information Systems and Business Analytics, Management and Leadership, and Marketing; a Bachelor of Science (B.S.) with a major in Information Systems and Business Analytics; and a Bachelor of Science in Accounting (B.S.A.).

Mission of the College of Business Administration

We advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community.

Core Values of the College of Business Administration

Our values define us and enhance an understanding of our mission and vision and the integration of human flourishing in the development of our personal and professional growth. The following five values reflect our core identity and serve as a guide and touchstone for our programs and relationships.

Business as a Force for Good

We dedicate ourselves to developing ethical leaders who visibly demonstrate moral courage in their personal and professional endeavors. Ethical citizenship encompasses principled behavior and the tenets of corporate social responsibility, including attention to economic, social, and environmental performance. We are committed to business as a force for good, where business has a voice at the table and a key role in collaborating on sustainable development goals for the betterment of the global community.

Interconnected Global Community

We embrace multiple disciplines and community connectedness to inform problems and address challenges in a global context. We value experiential opportunities, collaboration, and partnerships. As a signatory to the United Nation's PRME initiative, we are committed to understanding the role of business as a partner in the global community through the Sustainable Development Goals (SDGs).

A Community of Lifelong Learners

We perceive ourselves—students, faculty, staff, administrators, and stakeholders—as a community of interdependent teachers and learners in the Jesuit and Marymount traditions. As co-creators of knowledge, we envision business as a force for good, best addressed with empathy and an entrepreneurial mindset, skill set, and experiences. As a global community, we will develop a playground for the mind and a place to inspire the imagination that will promote human flourishing and innovative solutions to business and societal challenges.

We are also committed to our alumni as lifetime learners and lifetime members of the CBA Community.

Educating the Whole Person and Moral Courage

Consistent with the education of the whole person, we view each individual as important and worthy of our time and resources. As an institution of higher education, we strive to advance the intellectual growth of our students and related community members. As an institution rooted in the Jesuit and Marymount traditions, we aspire to develop all dimensions of the person—emotional, spiritual, physical, and social—through our educational framework as a way to promote human flourishing at the personal and professional levels.

Agility, Creative Confidence, and Entrepreneurial Spirit

We are committed to educating our students to use their imagination and intellectual curiosity in how they understand business challenges, solve problems in transdisciplinary ways, and adapt to change in a constantly changing world. Using knowledge, skills, abilities, and meaningful experiences, our students will develop and enhance their technical skills, critical thinking, and communication and interpersonal skills to positively transform organizations and societies.

College of Business Administration Undergraduate Curriculum

The courses within the three undergraduate degree programs (Bachelor of Business Administration, Bachelor of Science, and Bachelor of Science in Accounting) are categorized in five groups:

B.B.A.		Semester Hours
A.	University Core Curriculum	31 (minimum)
B.	Pre-Business Requirements	14
C.	Business Core	44
D.	Major Requirements	20
E.	Electives	22 (approximately)

Total:

Minimum=128

B.S. (ISBA Major) (see Department)

B.S. in Accounting		Semester Hours
A.	University Core Curriculum	31 (minimum)
B.	Pre-Business Requirements	11
C.	Accounting Major Specific Core	36
D.	Major Requirements	40
E.	Electives	10 (approximately)
Total		Minimum=128

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 of this Bulletin.

All Business students must earn a grade of C (2.0) or higher in the following courses: BCOR 1910, BCOR 2110, BCOR 2120; ECON 1050, ECON 2300; and MATH 112 or MATH 131, as these are prerequisites for other required business classes. Failure to earn a C in one of courses will prevent the student from taking those other required courses until the course has been repeated and an acceptable grade earned. If not done immediately, this can delay progress toward graduation.

Courses may be repeated once without penalty. If a student still has not passed the course, permission must be given by the Associate Dean to take a course for the third time. If a student has not received a passing grade in a required course after taking it three times, the student will be asked to transfer into a different School or College. A student may drop a course within the add/drop period without penalty, but a grade of "W" will count toward the total number of times that a student may take the course.

Total Program

All degree programs require a **minimum** of 128 semester hours for graduation. A **minimum** of 45 semester hours must be from upper division course offerings. Please note that completion of a program may require more than 128 semester hours, depending upon the specific curriculum followed by the individual student. **A student who has completed 128 semester hours, but**

who has not met all of the specific requirements of the program(s) in which s/he is enrolled, is not eligible for graduation.

Please be aware that some LMU courses may ONLY be taken at LMU. That includes certain University Core courses (including flags), some Business Core courses, and courses in majors.

In addition, please note that the University's Residency requirement states that 30 of the final 36 credits must be taken at LMU. Generally, this means that a student may not take more than one or two more courses at an outside institution during the summer preceding or after the final year of that student's program at LMU toward the degree. Exceptions are made for those whose Study Abroad programs overlap those final 36 credits.

Transfer Credit

The College can accept only those business and pre-business courses which are reasonably equivalent and at the same level of instruction as courses offered by Loyola Marymount University. Lower division courses in business and economics that may be accepted in transfer include the equivalents of the following Loyola Marymount University courses:

- BCOR 2110 Financial Accounting
- BCOR 2120 Accounting Information for Decision Making
- BCOR 2210 Legal Environment of Business
- BCOR 2710 Business Information Technology
- ECON 1050 Introductory Economics
- ECON 2300 Introductory Statistics

The following policies apply to all work transferred to the College of Business Administration at Loyola Marymount University, whether from a two-year or a four-year school:

- Students must obtain Transfer Course Approval *prior* to registration at other institutions.
- Students may not enroll in classes, whether in person or online, offered at other institutions while enrolled at LMU.
- A course that Loyola Marymount University offers at the junior or senior level (courses numbered 3000 or above), but was taken by a transfer student at the sophomore level at another school, cannot be accepted for credit. Such courses can be recognized only if a challenge exam is available and the student takes such an exam after admission to the College.
- All transfer courses must be taken for a letter grade, and the student must receive a grade of C (2.0) or higher.
- Upper division business core courses may only be transferred from a four-year, AACSB-accredited institution and must be approved by the relevant department chair.
- Upper division business major classes (Accounting, Entrepreneurship, Finance, Information Systems and Business Analytics, Management and Leadership, and Marketing) can not be transferred to LMU to fulfill requirements in the CBA. They can be transferred to LMU as elective credit.
- Courses taken without approval may not be counted toward the degree.

Current LMU Students Interested in Transferring to the College of Business Administration or Adding a Business Major

A change of major into any of the majors in the College of Business Administration requires an application process and acceptance into the major. Students who are undeclared or who are currently enrolled in another undergraduate major at LMU, but are interested in changing to one of the majors offered by the College of Business Administration are encouraged to apply during their first year at LMU. Students may apply to the College as sophomores, but should realize that this could delay the completion of their degrees beyond the normal four years. Students are asked to demonstrate their interest and aptitude in Business Administration by completing MATH 112 or an equivalent course in Calculus with a minimum grade of B (3.0) and ECON 1050, or equivalent courses in both Macroeconomics and Microeconomics, with a minimum grade of B (3.0). In addition, applicants must have a minimum cumulative GPA of 3.2 to be considered. Attainment of minimum requirements may not always be sufficient to secure approval of transfer request; if there are a large number of requests, the application process may be competitive.

The student will be asked to complete a Change of Program form and given permission to register for the following semester in the new major.

Prospective students should check

<https://cba.lmu.edu/studentsuccess/advising/internaltransferstudents/> for current procedures for application for internal transfer.

When students are admitted to the College of Business Administration, the student will be asked to complete a Change of Program form and given permission to register for the following semester in the new major.

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).

Majors within the College of Business Administration

The College offers six functional majors at the Undergraduate level:

Accounting
Entrepreneurship
Finance
Information Systems and Business Analytics
Management and Leadership
Marketing

Of particular interest to those Accounting students attempting to complete the 150 hours of coursework required for the CPA, it is possible to earn a B.S. in Accounting and take a second

major in the College of Business Administration or in another LMU School or College to complete the additional required units. Students should note that meeting the requirements of a second major may not require a total of 150 units in conjunction with the B.S. in Accounting.

The CBA also offers an Undeclared Business major to first- and second-year students at LMU. The Undeclared major is NOT a full major, and no degree is offered in Undeclared Business. Therefore, all students MUST switch from Undeclared Business into one of the functional majors prior to completing 64 credits of college-level work.

Double Business Majors: Students have the option of declaring double majors within the CBA. University policy states that in order to earn a degree with a double major, students must complete all of the requirements of each major, and that "double-counting" of courses is not permitted except where the same specific course is required by both majors (e.g., for a student wishing to major in ENTR and MRKT, both majors require that the student take BCOR 3610, and the student will not need to take it twice; however, there are electives which are cross-listed between ENTR and MRKT, and those courses may only count toward one, not both, of the majors). In general, completing a double major will involve the completion of about five additional courses, or 20 credits, beyond the first major; however, there are a few majors for which there is less overlap or more specific requirements (the BSA in Accounting and BS in AIMS, for example), which will require more coursework.

Students planning to complete a second major should declare it and begin coursework on the second major when they have at least three full semesters remaining before their planned graduation date. Each major has a sequenced curriculum which assumes a minimum of three semesters of enrollment, and a "major" assumes that you spent a good portion of your college education, and not just a single semester, studying that subject matter. A student declaring a second major within CBA will be assigned a secondary faculty advisor for the second major once the student completes the number of credits at which faculty advisors are assigned.

It should be noted that students completing a double major will see the following wording on their diplomas: "A major in (first major), with a second major in (second major)." Students earn a degree in the primary major but do not earn a degree in the second major.

CBA Advantage

CBA Advantage is a non-credit requirement for graduation for all CBA majors that students will fulfill by attending events, workshops, and taking part in experiential learning activities outside of the classroom. The goal of CBA Advantage is to better prepare students for careers in a competitive job market and ensure engagement in activities representing the key components in the CBA's new mission. The CBA Advantage program is administered by the Assistant Dean for Undergraduate Programs.

The points required to fulfill this requirement are based on the class standing of the student when they enter the CBA. Any student who enters the CBA as a First Time Freshman will be required to earn 2000 points to fulfill this requirement, with 400 points coming from each of the 5 Competency Areas: Business Knowledge, Creative Confidence, Leadership Skills, Global

Citizenship, and Moral Courage. For a student who does not enter the CBA as a First Time Freshman, their required points will be prorated based on their class standing upon admission. Sophomores will be required to earn 1500 points (300 per competency area), Juniors will be required to earn 1000 points (200 per competency area), and Seniors will be required to earn 500 points (100 per competency area).

CBA Advantage will be administered using an app provided by the CBA's technology partner. Information about how to download this app is available at <http://cba.lmu.edu/advantage>. Students are responsible for downloading the app, creating a free account, and then monitoring the app so they are aware when opportunities are available to earn points.

This requirement will be tracked as a flag on the student's DegreeWorks. The Undergraduate Office will communicate to the Registrar's Office the students who have completed their point requirement. Students must complete their CBA Advantage points requirement no later than the Registrar's stated course withdrawal date for the semester in which they plan to graduate.

Minors within the College of Business Administration

Business Administration Minor

Eligibility: *The Business Administration Minor is designed for and offered to students with non-business majors only.* The requirements for the Minor in Business Administration are the following:

The student must complete a minimum of 18 semester hours in Business courses, including:

- BCOR 1910 Business for Good *2 semester hours*
- BCOR 2110 Financial Accounting *4 semester hours*
- 3 Additional 4-unit Business Courses *12 semester hours**

Total: 18 semester hours

*Students must take the prerequisites for additional 4-unit business courses.

Courses counting toward the Business Minor may not be taken outside of LMU. A single exception may be made for Study Abroad courses.

Due to high demand, students must apply to, and be accepted into, the Business Administration Minor. Applications will be available online during the first six weeks of each semester, for admission to the Minor during the following semester.

Prerequisites for admission to the minor are the completion of Math 112, 120, 122, or 131 with a grade of C (2.0) or higher, or a Dean's exception. Students must complete BCOR 1910 and ACCT 2110 with a grade of C (2.0) or higher before they will be allowed to enroll in any elective classes for the minor. Students must have a cumulative GPA for all minor courses of a 2.5 or higher. Once the minor requirements have been met, students will not be permitted to take

any more classes in the CBA without the approval of the Assistant Dean, Undergraduate Business Programs.

Structure: A minimum cumulative GPA of 2.5 is required in the minor for graduation.

Students are advised to apply to the minor during the sophomore or junior year in order to complete all coursework (some of which is sequential) by graduation. Students planning to study abroad may be deferred for a semester, but will need to plan accordingly.

Accounting Minor

Eligibility: The Accounting Minor is open only to **Business Administration majors**. The requirements for the Accounting Minor are the following: BCOR 2110, BCOR 2120, and at least three of the following courses: ACCT 3110, ACCT 3120, ACCT 3130, ACCT 3140, and ACCT 4120. All upper division Accounting courses must be taken in residence at LMU. A minimum cumulative GPA of 2.5 must be earned in the Minor area.

Business Law Minor

Eligibility: The Business Law Minor is open **only to College of Business Administration majors**. The requirements for the Business Law Minor are BCOR 2210, required in the Business Core, and an additional four business law elective courses. CBA majors may fulfill some of their major requirements with courses that also count towards the Business Law Minor. To fulfill requirements of the Business Law minor, students must take a minimum of two distinct courses that do not fulfill their major degree requirements. A minimum cumulative GPA of 2.5 must be earned in the minor.

International Business Minor

Eligibility: The International Business Minor (IB Minor) is open **only to Business Administration majors**. The requirements for the International Business Minor are the following: BCOR 3860 International Business, and four additional 4 semester hour courses with the prefix INBA, for a total of 20 semester hours. All of these International Business courses must be taken in residence at LMU or an LMU Study Abroad Program. BCOR 3860 and a maximum of two of the INBA elective courses may be double-counted as credit that is also applied to the student's major within the CBA. Thus, a minimum of two of the required four elective INBA courses (8 semester hours) must only be applied to the International Business Minor and cannot be also double-counted for credit toward a Business Major. A minimum cumulative GPA of 2.5 must be earned in the IB Minor area.

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 by GPA may be invited to membership, and membership is by invitation only. 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 online 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.

Minor

International Business Minor

The International Business Minor is designed to enable CBA students to become effective cross-cultural leaders and global citizens by providing valuable perspectives regarding the global economy and international business, and by developing essential skills that can enhance professional competence and career mobility in an interconnected and rapidly evolving world.

International Business Minor Requirements

- BCOR 3860 International Business *4 semester hours*

Plus four more elective INBA courses, chosen from:

- INBA 2880 Exploring Asian Culture *4 semester hours*
- INBA 3851 Building Global Career Competence *4 semester hours*
- INBA 4830 International Management *4 semester hours*
- INBA 4840 International Entrepreneurship *4 semester hours*
- INBA 4855 Cross-Cultural Leadership *4 semester hours*
- INBA 4872 Managing a Global Workforce *4 semester hours*
- INBA 4876 Marketing Strategy in the Global Environment *4 semester hours*
- INBA 4880 International Finance *4 semester hours*
- INBA 4895 Global Sustainability: Challenges and Prospects in East Asia *4 semester hours*
- INBA 4898 Special Studies 1 TO 4 *4 semester hours*
- INBA 4899 Independent Studies 1 TO 4 *4 semester hours*

Additional Requirements

In addition to BCOR 3860, students will also complete any four elective International Business courses with an INBA prefix (4 semester hours each), for a combined unit total of 20 semester hours. All of these International Business courses must be taken in residence at LMU or an LMU Study Abroad program. BCOR 3860 and a maximum of two of the elective INBA courses may be double-counted as credit that is also applied to the student's major within the CBA. Thus, a minimum of two of the required four elective INBA courses (8 semester hours)

must only be applied to the International Business Minor and cannot also be double-counted for credit toward a Business Major.

A minimum cumulative GPA of 2.5 must be earned in the IB Minor area. Open to Business Administration majors ONLY.

Accounting

Faculty

Chairperson: Laurel Franzen

Professors: Lawrence Kalbers (R. Chad Dreier Chair in Accounting Ethics)

Associate Professors: Laurel Franzen, Timothy Haight, Rosemary Kim (Paul A. Grosch Professor)

Assistant Professors: Tyler DeGroot, Zining Li, James Plečnik, Shan Wang

Clinical Associate Professor: Nancy Coster

Clinical Assistant Professors: Anthony Menendez, Richard Minot, Terry Wang

Bachelors

Accounting, B.S.A.

Objectives

The Bachelor of Science in Accounting degree program is designed to prepare ethical leaders for the accounting profession. The accounting curriculum will prepare students for a career in public, corporate, and governmental accounting. Students will learn the basic definitions, concepts, and techniques of accounting, as well as the role accounting plays in society.

Goal

Students are expected to be able to describe, apply, and evaluate accounting concepts and standards at a professional level.

Learning Outcomes

- Students will be able to prepare and analyze financial statements
- Students will be able to identify relevant authoritative guidance to apply appropriate professional judgments
- Students will be able to integrate financial accounting reporting with managerial accounting methods to produce data for use in real-world business decisions
- Students will be able to explain, apply, and evaluate relevant topics related to federal income tax

- Students will be able to explain and apply an ethical conceptual framework to address real-world ethical problems.

Major Requirements

Lower Division Business Core Requirements:

- BCOR 1910 Business for Good *2 semester hours*
- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*

Upper Division Business Core Requirements:

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
 - - One course from the "Quantitative Methods for Business" course-list (e.g., BCOR 3750)
 - - One course from the "International/Global Awareness" course-list (e.g., BCOR 3860)
 - - One course from the "Strategic Business Integrations" course-list (e.g., BCOR 4970)

Upper Division Major Requirements

- ACCT 3110 Intermediate Accounting I *4 semester hours*
- ACCT 3120 Intermediate Accounting II *4 semester hours*
- ACCT 3130 Cost Management *4 semester hours*
- ACCT 3140 Accounting Information Systems *4 semester hours*
- ACCT 4110 Advanced Accounting *4 semester hours*
- ACCT 4120 Federal Income Taxation *4 semester hours*
- ACCT 4150 Accounting Ethics, Professionalism, and the Public Interest *4 semester hours*
- ACCT 4160 Auditing *4 semester hours*

Note:

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 mathematics courses).

Core, Major, and Elective Accounting Courses:

- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- ACCT 3110 Intermediate Accounting I *4 semester hours*
- ACCT 3120 Intermediate Accounting II *4 semester hours*
- ACCT 3130 Cost Management *4 semester hours*
- ACCT 3140 Accounting Information Systems *4 semester hours*
- ACCT 4110 Advanced Accounting *4 semester hours*
- ACCT 4120 Federal Income Taxation *4 semester hours*
- ACCT 4130 Financial Statements Analysis *4 semester hours*
- ACCT 4150 Accounting Ethics, Professionalism, and the Public Interest *4 semester hours*
- ACCT 4160 Auditing *4 semester hours*
- ACCT 4180 Fraud Examination *3 semester hours*
- ACCT 4198 Special Studies 1 TO *4 semester hours*
- ACCT 4199 Independent Studies 1 TO *3 semester hours*

Note:

For purposes of meeting the requirements for the B.S.A. in Accounting 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: ACCT 3110, ACCT 3120, ACCT 3130, ACCT 3140, ACCT 4110, ACCT 4120, ACCT 4150, and ACCT 4160. In addition, for purposes of meeting the requirements for the B.S.A. degree, a grade of C (2.0) or higher must be achieved in the following required accounting major courses: ACCT 3110, ACCT 3120, ACCT 3130, and ACCT 3140.

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

- BCOR 1910 Business for Good *2 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- MATH 120 Precalculus Mathematics *3 semester hours* (if necessary)
- FFYS 1000 First Year Seminar *4 semester hours*
- - University Core *3-4 semester hours*

Total: 15-17 semester hours

Spring Semester

- BCOR 2110 Financial Accounting *4 semester hours*
- ECON 2300 Introductory Statistics *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Sophomore Year

Fall Semester

- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- - University Core *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *4 semester hours*

Total: 17-18 semester hours

Spring Semester

- ACCT 3110 Intermediate Accounting I *4 semester hours*
- BCOR 3410 Fundamentals of Finance *4 semester hours*
- - University Core *4 semester hours*
 - - Elective *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- ACCT 3120 Intermediate Accounting II *4 semester hours*
- ACCT 3140 Accounting Information Systems *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*

Total: 16 semester hours

Spring Semester

- ACCT 3130 Cost Management *4 semester hours*
- ACCT 4110 Advanced Accounting *4 semester hours*
- BCOR 3750 Operations and Supply Chain Management Analytics *4 semester hours*
- - Elective *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- ACCT 4120 Federal Income Taxation *4 semester hours*
- ACCT 4150 Accounting Ethics, Professionalism, and the Public Interest *4 semester hours*
- BCOR 3860 International Business *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- ACCT 4160 Auditing *4 semester hours*
- BCOR 4970 Strategic Management *4 semester hours*
- - University Core *4 semester hours*
 - - Elective *4 semester hours*

Total: 16 semester hours

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 128 credit hours.) Accounting majors are encouraged, but not required, to include 150 semester hours of study in their academic planning process. Their plan might include undertaking minors and/or an additional major/degree or pursuing Master of Science in Accounting at LMU or other acceptable graduate programs. Students are encouraged to discuss with the Accounting Department Chair and/or their academic advisor various possible tracks to earn the 150 semester hours. The 150 semester hours of study is now required to practice public accounting in most states. The LMU Accounting program has made no determination as to whether meeting California's licensure requirements is sufficient for licensure in other states. If you wish to become licensed in a state other than California, you will need to check with the Board of Accountancy in the state, as licensure requirements differ.

Masters

Accounting, M.S.A.

Program Overview

The Master of Science in Accounting (MSA) program is designed for individuals who are looking to obtain a CPA license or increase their professional growth opportunities. The objective of the program is to provide students with the technical knowledge as well as the analytical thinking and communication skills required for leadership positions in public and corporate accounting, management consulting, government, and not-for-profit organizations. The MSA core curriculum covers accounting research and communication, financial accounting theory, advanced auditing topics, tax strategies, and accounting data analytics. Students may choose to take elective courses that develop additional depth and expertise in taxation or data analytics.

When combined with program prerequisites, the MSA program complies with the 150-hour California requirement for CPA licensure. The program has made no determination as to whether meeting California's licensure requirements is sufficient for licensure in other states.

Learning Outcomes

Specific learning objectives include:

- Graduates will possess the knowledge and skills to apply key accounting concepts in a relevant setting.
- Graduates will be able to incorporate ethical reasoning, social responsibility, and sustainability in making business and personal decisions.
- Graduates will possess critical thinking skills and the ability to integrate relevant concepts.
- Graduates will have the ability to communicate effectively.
- Graduates will demonstrate effective research skills to appropriately resolve complex accounting, auditing, and taxation issues.

Program Prerequisites

- A bachelor's degree, or the international equivalent to a U.S. bachelor's degree, in any discipline from an accredited institution
- A minimum of 18 semester hours of accounting subjects which must include:
 - Financial accounting
 - Cost or managerial accounting
 - Accounting or management information systems*
 - Intermediate accounting*
 - Taxation*
 - Auditing*
- A minimum of 24 semester hours in business related subjects as specified in the Educational Requirements for CPA Licensure by the California Board of Accountancy
- A minimum of seven semester hours of ethics study as specified in the Educational Requirements for CPA Licensure by the California Board of Accountancy (*)

*May be completed at LMU as additional semester hours required for the MSA.

Major Requirements

The MSA program requires a minimum of 30 semester hours. Students may start the program in the Fall or Spring semester. The program may be completed on a full-time or part-time basis. The full-time program can be completed in nine months, which begins in the Fall semester and is completed at the end of the following Spring semester. Completing the program in nine months requires a minimum of 15 semester hours in each semester. Part-time students must complete the MSA program within five years of their first registration date. All academic requirements must be completed in residence.

The specific degree requirements for the MSA program include:

1. Students must complete a minimum of 30 semester hours of graduate coursework approved by the academic director of the MSA program. This includes 15 semester hours of required MSA core courses.
2. Students who have not completed a 3-semester-hour course in accounting ethics or professional responsibilities must complete ACCT 5150 Accounting Ethics, Professionalism, and the Public Interest as an elective course.
3. Up to six semester hours of graduate study may be elected from the Master of Business Administration (MBA) or Master of Science in Business Analytics (MSBA) courses to the extent space is available and the student has completed any prerequisite courses. The academic program director must approve these courses. MBA core courses are not permitted.

Required MSA Core Courses (15 semester hours)

- ACCT 6110 Financial Reporting - Standard Setting Process and Financial Accounting Theory *3 semester hours*
- ACCT 6120 Taxes Research and Strategy *3 semester hours*
- ACCT 6130 Accounting Information, Analysis, and Evaluation *3 semester hours*
- ACCT 6160 Advanced Auditing *3 semester hours*
- ACCT 6170 Accounting Research and Communication *3 semester hours*

Elective Courses

Accounting Electives (9-15 semester hours)

- ACCT 5110 Advanced Accounting Topics *3 semester hours*
- ACCT 5150 Accounting Ethics, Professionalism, and the Public Interest *3 semester hours*
- ACCT 5180 Fraud Examination *3 semester hours*
- ACCT 6114 The CFO Perspective *3 semester hours*
- ACCT 6122 Income Taxation of Corporations and Shareholders *3 semester hours*
- ACCT 6124 Taxation of Flow-Through Entities *3 semester hours*
- ACCT 6126 International Taxation *3 semester hours*
- ACCT 6197 Internship Experience *1 TO 3 semester hours*

- ACCT 6198 Special Studies 1 TO 3 semester hours
- ACCT 6199 Independent Studies 1 TO 3 semester hours

Business Electives (0-6 semester hours)

Students may select any MBA elective courses or MSBA courses to the extent space is available and the student has completed any prerequisite courses. The academic director of the MSA program must approve these courses. MBA core courses are not permitted.

4+1 Master of Science in Accounting Program for LMU Students

Background

The 4+1 Master of Science in Accounting (4+1 MSA) program is designed for LMU undergraduate students who wish to complete the M.S. in Accounting degree immediately after completing their bachelor's degree. This will allow students to meet the 150-hour California requirement for CPA licensure while earning a bachelor's degree and an M.S.A. in Accounting. Students admitted to the 4+1 MSA program may take two MSA courses (6 semester hours) in their senior year (included in undergraduate tuition) that will count toward both the bachelor's degree and the MSA in Accounting.

Accepted students should contact the academic program director for advice for scheduling classes in their senior year and beyond. Other majors may be eligible for the 4+1 MSA program and should consult with the academic program director to determine eligibility and undergraduate courses needed.

Admissions Criteria for the 4+1 Master of Science in Accounting Program for LMU Students

LMU undergraduate students may apply to the 4+1 MSA in Accounting Program after they reach junior standing and have completed 75 semester hours or more of undergraduate coursework with a minimum GPA of 3.0.

Minor

Accounting Minor

Accounting Minor Requirements

- ACCT 3110 Intermediate Accounting I 4 semester hours
- BCOR 2110 Financial Accounting 4 semester hours
- BCOR 2120 Accounting Information for Decision Making 4 semester hours

At least two of the following courses:

- ACCT 3120 Intermediate Accounting II 4 semester hours
- ACCT 3130 Cost Management 4 semester hours
- ACCT 3140 Accounting Information Systems 4 semester hours
- ACCT 4120 Federal Income Taxation 4 semester hours

Note:

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.**

Finance

Faculty

Chairperson: Susan Elkinawy

Professors: Dennis Draper, Susan Elkinawy, Chun I. Lee, Micah Officer

Associate Professors: Charles J. Higgins, David Offenber, Joshua D. Spizman

Assistant Professors: David Moore, Hai Tran, Yan Zhang

Bachelors

Finance, B.B.A.

Note

If a student enrolls in BCOR 3410 while not registered as a finance major and then switches into the finance major, then they must complete FNCE 3400 and they can use BCOR 3410 as one of their two required finance electives. Finance majors may not enroll in BCOR 3410.

Objectives

The Bachelor of Business Administration degree--Finance (FNCE) major provides students with the necessary skills to succeed in their first finance job upon graduation from LMU. Students will develop applied financial modeling skills based in theory, contracts, and the current tools essential to corporate finance, banking, and investments.

Learning Outcomes

Learning outcomes for Finance majors are as follows:

LMU Finance graduates:

1. Apply the principles and techniques of time value of money to value an investment
2. Explain the impact of a firm's capital structure on its risk and firm value
3. Construct rigorous financial models for decision making
4. Translate contracts, laws, annual reports, and other legal documents into financial models
5. Make sound investment decisions
6. Calculate and interpret investment performance measurements.

Major Requirements

Lower Division Requirements:

- BCOR 1910 Business for Good *2 semester hours*
- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*

Upper Division Requirements:

- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - One course from the "Quantitative Methods for Business" course-list (e.g., BCOR 3750) *4 semester hours*
 - - One course from the "International/Global Awareness" course-list (e.g., BCOR 3860) *4 semester hours*
 - - One course from the "Strategic Business Integrations" course-list (e.g., BCOR 4970) *4 semester hours*
 - FNCE 3400 Fundamentals of Corporate Finance *4 semester hours*

Notes:

Students are required to enroll in FNCE 1401 by the fall of the sophomore year if possible. Transfer students should enroll in FNCE 1401 as soon as possible. The course meets four times for two hours per meeting over the course of the semester, and students will receive Credit/No Credit upon completion of the course. A student must earn credit for FNCE 1401 in order to graduate. FNCE 1401 is a zero-semester-hour, zero-cost course.

All upper division finance courses must be taken in residence at LMU. A cumulative GPA of C (2.0) must be achieved in the major requirements (all business, economics, and math courses).

For purposes of meeting the requirements for the B.B.A., Finance major, a minimum grade of a C must be earned in each of FNCE 3400, FNCE 3415, and FNCE 3420. If a student is unable to attain a C in each of FNCE 3400, FNCE 3415, and FNCE 3420 after two attempts, that student will not be allowed to continue in the Finance major.

Core, Major, and Elective Finance Courses:

- FNCE 1401 Planning for a Career in Finance *0 semester hours*
- FNCE 3400 Fundamentals of Corporate Finance *4 semester hours*
- FNCE 3415 Valuation and Financial Modeling *4 semester hours*
- FNCE 3420 Investments *4 semester hours*
- FNCE 3440 Mergers and Acquisitions *4 semester hours*
- FNCE 3456 Entertainment Finance *4 semester hours*
- FNCE 3497 Internship *1 semester hours*
- FNCE 4420 Real Estate Finance, Investment, and Entrepreneurship *4 semester hours*
- FNCE 4425 Real Estate Development *4 semester hours*
- FNCE 4430 Capital Markets *4 semester hours*
- FNCE 4440 Financial Modeling and Analytics *4 semester hours*
- FNCE 4480 International Finance *4 semester hours*
- FNCE 4491 Student Investment Fund: Security Analysis *4 semester hours*
- FNCE 4492 Student Investment Fund: Portfolio Management *4 semester hours*
- FNCE 4493 Student Investment Fund: Investment Research Lab *2 semester hours*
- FNCE 4498 Special Studies *1 TO 4 semester hours*
- FNCE 4499 Independent Studies *1 TO 4 semester hours*

Note

Students with a major in Finance are required to complete at least five courses in the finance area including the three required classes, FNCE 3400 Fundamentals of Corporate Finance, FNCE 3415 Valuation and Financial Modeling, and FNCE 3420 Investments. Two additional courses carrying a minimum of four semester hours each must be chosen from the list above.

To fulfill their open electives, students are encouraged to take additional finance courses; additional accounting courses, such as ACCT 3110 Intermediate Accounting I; additional economics courses, such as ECON 3300 Econometrics; computer programming courses, such as CMSI 185 Computer Programming or CMSI 284 Computer Systems Organization; or additional mathematics courses.

Student Investment Fund (SIF):

Students enrolled in the SIF are permitted to take FNCE 4491, FNCE 4492, and FNCE 4493 (required for the SIF specialty). FNCE 4491 and FNCE 4492 may be taken in lieu of FNCE 3420 and fulfill one upper division FNCE elective. Students who take FNCE 4491, FNCE 4492, and FNCE 3420 will only fulfill one upper division FNCE elective and therefore will need a total of six finance courses not including FNCE 4493.

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

- FNCE 1401 Planning for a Career in Finance *0 semester hours*
- BCOR 1910 Business for Good *2 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- MATH 120 Precalculus Mathematics *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- - University Core *4 semester hours*

Total: 16-17 semester hours

Spring Semester

- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
- - University Core *4 semester hours*
 - - Elective *4 semester hours*

Total: 18-19 semester hours

Sophomore Year

Fall Semester

- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- - University Core *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- FNCE 3400 Fundamentals of Corporate Finance *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- FNCE 3415 Valuation and Financial Modeling *4 semester hours*
- - Elective *4 semester hours*

Total: 15-16 semester hours

Spring Semester

- FNCE 3420 Investments *4 semester hours*
- - FNCE Elective *4 semester hours*
- BCOR 3750 Operations and Supply Chain Management Analytics *4 semester hours*
- BCOR 3860 International Business *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
- - FNCE Elective *4 semester hours*
- - University Core *4 semester hours*
- - Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 4970 Strategic Management *4 semester hours*
- - FNCE Elective *4 semester hours*
- - University Core *4 semester hours*
- - Elective *4 semester hours*

Total: 16 semester hours

Information Systems and Business Analytics

Faculty

Chairperson: Kala Chand Seal

Professors: Robbie Nakatsu, Zbigniew H. Przasnyski, Kala Chand Seal

Associate Professor: Linda A. Leon

Assistant Professors: Arindam Brahma, Yasaman Ghasemi, Mostafa Mesgari, Ying Sai, Youyou Tao, Au Vo, Nohel Zaman

Clinical Associate Professor: Vandana Mangal

Clinical Assistant Professor: Gregory Lontok, Soumya Mukherjee

Bachelors

Information Systems and Business Analytics (ISBA), Bachelor of Science (B.S.) Degree

Objectives

The Bachelor of Science (B.S.) degree in Information Systems and Business Analytics (ISBA) is designed to prepare students for careers in the Information Systems and Business Analytics fields and provide students opportunities to develop analytic skills and learn how to apply latest information technology tools to solve business problems at the operational, technical, and strategic levels. Students will acquire foundational programming skills, learn to use various development tools, and acquire critical data management skills and competencies. They will understand how organizational processes interact with IS/IT and learn how to design systems and analytic tools to support these processes. The major will provide students critical skills necessary to continuously adapt to the ever-changing field of IT and business applications. The ISBA B.S. degree aims to provide more technical depth in programming area to the students pursuing the degree compared to the students in the regular ISBA B.B.A. major. Additionally, current methods and tools deployed in the data analytics area demand understanding of the mathematics behind those tools for their effective learning and deployment. Students in the ISBA B.S. degree program, therefore, are required to take non-business courses from the Computer Science department and a possible Deep Learning or Machine Learning course from the Mathematics department in the Frank R. Seaver College of Engineering to acquire such depth.

Learning Outcomes

Learning outcomes for ISBA majors pursuing a B.S. degree are as follows:

LMU Information Systems and Business Analytics graduates will be able to:

1. Utilize competencies gained from hands-on experience in core information technologies that include programming languages, database management systems, web development tools, spreadsheets, and other data analysis tools
2. Identify, structure, and solve business problems by proposing an IS, IT, and/or analytics solution
3. Plan, manage, develop, and describe how to implement information systems in business and organizational settings
4. Apply critical thinking and problem-solving skills when analyzing business problems
5. Effectively communicate complex technological and or analytical concepts through oral, visual, and written communication
6. Develop proficiency in at least one mainstream programming language, such as Java, JavaScript, C++, or Python

Core, Major, and Elective Information Systems and Business Analytics Courses (B.S. degree):

Lower Division Business Core Requirements:

- BCOR 1910 Business for Good *2 semester hours*
- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*

Upper Division Business Core Requirements:

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - One course from the "Quantitative Methods for Business" course-list (e.g., BCOR 3750)
 - - One course from the "International/Global Awareness" course-list (e.g., BCOR 3860)
 - - One course from the "Strategic Business Integrations" course-list (e.g., BCOR 4970)

Note:

Students electing the B.S. in ISBA degree must complete all the requirements of the Information Systems and Business Analytics (ISBA), Bachelor of Business Administration (B.B.A.) Degree degree. In addition, students pursuing a B.S. in ISBA must take at least 12 units of Computer Science courses. The combination of courses must include at least one programming course. Since the B.S. ISBA major will be fulfilling the programming requirement

though the courses in the Computer Science department, students must take *three additional* 4-semester-hour ISBA electives in addition to the required ISBA 3710 and ISBA 4797.

ISBA Major Course Requirements

- ISBA 3710 Database Management Systems *4 semester hours*
- ISBA 4797 Capstone Project *4 semester hours*

AND at least three 4-semester-hour courses from the following list of ISBA electives:

- ISBA 3720 Systems Analysis and Design *4 semester hours*
- ISBA 3730 Programming for Business Applications *4 semester hours*
- ISBA 4715 Developing Business Applications Using SQL *4 semester hours*
- ISBA 4740 Financial Modeling and Analytics *4 semester hours*
- ISBA 4750 Business Web and App Development *4 semester hours*
- ISBA 4755 Introduction to Big Data *4 semester hours*
- ISBA 4760 Data Visualization and GIS *4 semester hours*
- ISBA 4770 Cybersecurity *4 semester hours*
- ISBA 4790 Machine Learning *4 semester hours*
- ISBA 4796 Capstone Proposal Development *1 semester hours*
- ISBA 4798 Special Studies *1 TO 4 semester hours*
- ISBA 4799 Independent Studies *1 TO 4 semester hours*

Note:

All upper division ISBA courses must be taken in residence at LMU. A cumulative GPA of C (2.0) must be achieved in the core requirements (all business, economics, and mathematics courses).

For purposes of meeting the requirements for the Information Systems and Business Analytics major, an overall cumulative grade point average of at least a C (2.0) must be obtained in all courses required in the major.

Model 4-Year Plan--Bachelor of Science--Information Systems and Business Analytics Major Curriculum

The following curriculum represents the order of sequence in which it is expected that students will take the various courses required for the B.S. (Information Systems and Business Analytics major) degree.

ISBA (B.S.) Sample Schedule

Freshman Year

Fall Semester

- BCOR 1910 Business for Good *2 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

- MATH 112 Calculus for Business *3 semester hours*
 - - University Core *4 semester hours*

Total: 16-17 semester hours

Spring Semester

- ECON 2300 Introductory Statistics *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *4 semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- CMSI 1010 Computer Programming and Laboratory *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *4 semester hours*

Total: 16-17 semester hours

Spring Semester

- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- BCOR 3410 Fundamentals of Finance *4 semester hours*
 - - CMSI Elective *4 semester hours OR CMSI Elective 2 semester hours (please see note)*

Total: 14-16 semester hours

Junior Year

Fall Semester

- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- ISBA 3710 Database Management Systems *4 semester hours*
 - - ISBA Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 3750 Operations and Supply Chain Management Analytics *4 semester hours*
- BCOR 3860 International Business *4 semester hours*
 - - ISBA Elective *4 semester hours*
 - - CMSI Elective *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - ISBA Elective *4 semester hours*
 - ISBA Elective *1 semester hour (optional)*
 - - CMSI Elective *2 semester hours (please see note)*
 - - University Core *4 semester hours*

Total: 12-15 semester hours

Spring Semester

- BCOR 4970 Strategic Management *4 semester hours*
- ISBA 4797 Capstone Project *4 semester hours*
 - - University Core *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-16 semester hours

Note:

Some of the CMSI electives are 2 units. An ISBA B.S. major can take these courses to fulfill the CMSI requirements as long as the total number of CMSI units adds up to 12. The model 4-year plan shows how a student can accommodate 2 of those 2-unit CMSI courses in their graduation plan. Electives and some University Core courses may vary in terms of the number of credits granted. The total number of semester hours required is 128 for graduation, which assumes that each course will be 4 semester hours. If less, compensatory credits may be required to reach 128.

Information Systems and Business Analytics (ISBA), Bachelor of Business Administration (B.B.A.) Degree Objectives

The Bachelor of Business Administration (B.B.A.) degree in Information Systems and Business Analytics (ISBA) is designed to prepare students for careers in the Information Systems and Business Analytics fields and provide students opportunities to develop analytics skills and learn how to apply latest information technology tools to solve business problems at the operational, technical, and strategic levels. Students will acquire foundational programming skills, learn to use various development tools, and acquire critical data management skills and competencies. They will understand how organizational processes interact with IS/IT and learn how to design systems and analytic tools to support these processes. The major will provide students critical skills necessary to foster innovation as well as continuously adapt to the ever-changing field of IT and business applications.

Learning Outcomes

Learning outcomes for ISBA majors are as follows:

1. Utilize competencies gained from hands-on experience in core information technologies that include programming languages, database management systems, web development tools, spreadsheets, and other data analysis and visualization tools.
2. Identify, structure, and solve business problems by proposing an IS, IT and/or data analytics solution
3. Plan, manage, develop, and describe how to implement IT and/or data analytics-based IS solutions in business and organizational settings
4. Apply critical thinking and problem-solving skills when analyzing business problems
5. Effectively communicate complex technological and/or analytical concepts through oral, visual, and written communication

Core, Major, and Elective Information Systems and Business Analytics Courses:

Lower Division Business Core Requirements:

- BCOR 1910 Business for Good *2 semester hours*
- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*

Upper Division Business Core Requirements:

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*

- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - One course from the "Quantitative Methods for Business" course-list (e.g., BCOR 3750)
 - - One course from the "International/Global Awareness" course-list (e.g., BCOR 3860)
 - - One course from the "Strategic Business Integrations" course-list (e.g., BCOR 4970)

Note:

All majors in ISBA must complete BCOR 2710 before they can start taking the upper division ISBA courses. Students with a B.B.A. in ISBA are required to complete five 4-semester-hour courses (for a total of 20 semester hours) in the ISBA area including two required classes: ISBA 3710 Database Management Systems and ISBA 4797 Capstone Project. Students must also fulfill a programming requirement by completing either ISBA 3730 Programming for Business Applications or CMSI 185 Computer Programming. If students take ISBA 3730, then they only need to take two additional 4-semester-hour ISBA electives. If they take CMSI 185, then they need to take three additional 4-semester-hour ISBA electives.

ISBA Major Course Requirements

- ISBA 3710 Database Management Systems *4 semester hours*
 - - Course that can fulfill the Programming Requirements:
- ISBA 3730 Programming for Business Applications *4 semester hours* OR
- CMSI 1010 Computer Programming and Laboratory *3 semester hours*
- ISBA 4797 Capstone Project *4 semester hours*

Note:

Additionally, students need to choose **two** 4-semester-hour courses if they took ISBA 3730 (or **three** 4-semester-hour ISBA courses if programming requirement is satisfied by CMSI 185) from the following list of ISBA electives:

- ISBA 3720 Systems Analysis and Design *4 semester hours*
- ISBA 3730 Programming for Business Applications *4 semester hours*
- ISBA 4715 Developing Business Applications Using SQL *4 semester hours*
- ISBA 4740 Financial Modeling and Analytics *4 semester hours*
- ISBA 4750 Business Web and App Development *4 semester hours*
- ISBA 4755 Introduction to Big Data *4 semester hours*
- ISBA 4760 Data Visualization and GIS *4 semester hours*
- ISBA 4770 Cybersecurity *4 semester hours*
- ISBA 4790 Machine Learning *4 semester hours*
- ISBA 4796 Capstone Proposal Development *1 semester hours*

- ISBA 4798 Special Studies 1 TO 4 semester hours
- ISBA 4799 Independent Studies 1 TO 4 semester hours

Note:

All upper division ISBA courses must be taken in resident at LMU. A cumulative GPA of C (2.0) must be achieved in the core requirements (all business, economics, and math courses).

For purposes of meeting the requirements for the Information Systems and Business Analytics major curriculum, an overall cumulative grade point average of at least a C (2.0) must be obtained in all courses required in the major.

Model 4-Year Plan--Bachelor of Business Administration--Information Systems and Business Analytics 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. (Information Systems and Business Analytics major) degree.

ISBA (B.B.A) Sample Schedule

Freshman Yea

Fall Semester

- BCOR 1910 Business for Good 2 semester hours
- ECON 1050 Introductory Economics 4 semester hours
- FFYS 1000 First Year Seminar 4 semester hours
- MATH 112 Calculus for Business 3 semester hours
- - University Core 4 semester hours

Total: 16-17 semester hours

Spring Semester

- ECON 2300 Introductory Statistics 4 semester hours
- RHET 1000 Rhetorical Arts 4 semester hours
- - University Core 3-4 semester hours
 - - University Core 4 semester hours

Total: 14-16 semester hours

Sophomore Year

Fall Semester

- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- BCOR 3410 Fundamentals of Finance *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-16 semester hours

Junior Year

Fall Semester

- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- ISBA 3710 Database Management Systems *4 semester hours*
- ISBA 3730 Programming for Business Applications *4 semester hours*
- OR CMSI 1010 Computer Programming and Laboratory *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 3750 Operations and Supply Chain Management Analytics *4 semester hours*
- BCOR 3860 International Business *4 semester hours*
 - - ISBA Elective *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-16 semester hours

Senior Year

Fall Semester

- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - ISBA Elective *4 semester hours*
 - - University Core *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- BCOR 4970 Strategic Management *4 semester hours*
- ISBA 4797 Capstone Project *4 semester hours*
 - - University Core *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-16 semester hours

Note:

Electives and some University Core courses may vary in terms of the number of credits granted. The total number of semester hours required is 128 for graduation, which assume that each course will be 4 semester hours. If less, compensatory credits may be required to reach 128.

Masters

Business Analytics, M.S.

Program Overview

The objective of the Master of Science in Business Analytics (MSBA) program is to provide students with the knowledge, tools, and skills needed to analyze data and make effective business decisions. Students will be educated in all areas related to business analytics and big data analysis including, but not limited to, data management, visualization, data-mining, machine learning, and integration strategies for analyzing large, structured and unstructured datasets. The program includes a summer capstone project built around student teams with faculty advisors, which will develop business analytics solutions for problems hosted by live business clients. The capstone experience has been designed so students can develop their problem-framing, teamwork, project management, and communication skills for managing business analytics projects in an organization.

Learning Outcomes

- Graduates will possess the business foundation necessary to apply business analytic concepts in organizational settings.
- Graduates will be able to create and manage analytics ready data.
- Graduates will demonstrate statistical and programming skills required to analyze data.
- Graduates will be able to select and apply appropriate data modeling tools to provide insight for the analysis of business situations.
- Graduates will be able to clearly explain information and insight gained from analytic models in a business context.

Major Requirements

The Master of Science in Business Analytics (MSBA) is a face-to-face program that starts in the Fall semester and finishes in August. The program can be completed in one year full-time or in two years part-time. The program requires completion of a minimum of 30 semester hours at LMU. All academic requirements must be completed in residence. The MSBA has been designed for people with a statistics/quantitative background, such as engineering, science, computer science, economics, and/or business. Business work experience is not required for this program. Students with an undergraduate business background may waive up to 6 semester hours associated with the two required business foundation core courses.

The specific degree requirements include:

1. 18 to 24 semester hours of core BSAN graduate courses, depending on student's business background
2. Completion of 4 BSAN courses associated with the Capstone Project Experience (6 semester hours)
3. A minimum of 6 semester hours in BSAN analytics course electives beyond core classes. Electives are offered to support more depth in three possible pathways in the areas of either marketing analytics, healthcare analytics, or general data analytics.

Required Core Classes (18-24 semester hours)

- BSAN 6010 Fundamentals of Business - Accounting, Finance & Operations *3 semester hours*
- BSAN 6020 Marketing for Managers *3 semester hours*
- BSAN 6030 Programming for Data Management *3 semester hours*
- BSAN 6040 Data, Models and Decisions for Analytics *3 semester hours*
- BSAN 6050 Customer Relationship Management Analytics *3 semester hours*
- BSAN 6060 Data Management for Business Intelligence *3 semester hours*
- BSAN 6070 Introduction to Machine Learning *3 semester hours*
- BSAN 6080 Strategic Analytics Integration *3 semester hours*

Required Capstone Classes (6 semester hours)

- BSAN 6088 Statistics Bootcamp and Capstone Project Preparation I *0 semester hours*

- BSAN 6089 Capstone Project Preparation II: Research Design, Project Management, and People Dynamics *0 semester hours*
- BSAN 6090 Capstone Project I *3 semester hours*
- BSAN 6095 Capstone Project II *3 semester hours*

Elective Courses (at least 6 semester hours)

- BSAN 6100 Data Visualization and Geographic Information Systems *3 semester hours*
- BSAN 6200 Text-Mining and Social Media Analytics *3 semester hours*
- BSAN 6300 Marketing Analytics *3 semester hours*
- BSAN 6400 Healthcare Analytics *3 semester hours*

Admissions Criteria for the Master of Science in Business Analytics Program

- Online Application: <https://graduate.lmu.edu/apply>
- Completion of a bachelor's degree from an accredited U.S. institution or the equivalent of a U.S. bachelor's degree from a foreign institution
- Undergraduate grade point average over 3.0
- Completion of a college statistics course in last six years with a grade of B or better
- \$50 non-refundable application fee
- GMAT/GRE test scores are **not required**; however, applicants with a GPA below 3.3 are strongly encouraged to submit test scores to demonstrate their quantitative skills. If you choose to submit test scores, they will be considered in the admission and scholarship awarding process.

Strong test scores, regardless of your undergraduate academic record, can improve your chances of admission and scholarship. Applicants who choose to submit GMAT/GRE scores should use the following school codes:

- GMAT: MSN-XN-89
- GRE: 4403
- Transcripts from all colleges or universities attended
- International applicants should submit TOEFL or IELTS scores (waived for applicants who have completed a degree in the United States)
- Personal statement
- Resume
- Two letters of recommendation

4+1 Master of Science in Business Analytics Program

Background

The 4+1 Master of Science in Business Analytics (MSBA) Program is designed for undergraduate LMU students who wish to complete the M.S. in Business Analytics degree one year after completing the bachelor's degree. Students admitted to the 4+1 MSBA program will take up to two MSBA courses (6 semester hours) in their senior year (included in undergraduate tuition) that will count toward both the bachelor's degree and the MSBA degree. Accepted

students should contact the Graduate Business Programs office for advice for scheduling classes in the senior year and the fifth year.

Admissions Criteria for the 4+1 Master of Science in Business Analytics Program

Undergraduate LMU majors may apply to the Accelerated (4+1) MS in Business Analytics Program after they reach junior standing and have completed 75 semester hours or more of undergraduate coursework with an overall GPA of at least 3.0 for courses taken to date. Applicants must complete an undergraduate statistics course, earning a B or higher, before taking courses in the MSBA. The application should include:

- Personal statement (1-2 pages)
- Current resume
- Two academic and/or professional recommendations
- A minimum GPA of 3.2 to waive the GMAT/GRE requirement (students with a GPA below 3.2 may apply if they submit GMAT or GRE results)

Management

Faculty

Chairperson: Dong Chen

Professors: Dong Chen, David Choi, Ellen Ensher, Yongsun Paik, Charles Vance, Anatoly Zhuplev

Associate Professors: Li Dai, Jason D'Mello, Angélica Gutiérrez, Patricia García Martínez, Cathleen McGrath, Trevor Zink

Assistant Professors: Marcus Crews, Yamlaksira Getachew, Alexander Glossenberg, Sohvi Heaton

Clinical Assistant Professors: Anthony Kmetty, Jeffrey Thies, Rochelle Webb

Bachelors

Entrepreneurship, B.B.A.

Objectives

The Bachelor of Business Administration Entrepreneurship major at LMU provides undergraduate students with the fundamental theories, critical thinking skills, and real-world awareness necessary to develop their entrepreneurial competencies. The focus of the major is to equip students with an entrepreneurial mindset, state-of-the-art skill set (e.g., entrepreneurial processes), and practical experiences to support their (immediate or eventual) launch into careers as startup entrepreneurs (i.e., founders and/or leaders of new ventures), social entrepreneurs (i.e., founders and/or leaders of social ventures or change agents in society), and

corporate entrepreneurs (i.e., "intrapreneurs" or change agents and leaders within established, more traditional organizations).

Learning Outcomes (all pathways)

- Students will demonstrate an entrepreneurial mindset.
- Students will demonstrate proficiency in the entrepreneurial process (e.g., recognizing and evaluating opportunities and conducting feasibility analysis, etc.).
- Students will be able to analyze technological trends and opportunities.
- Students will be able to build financial models and evaluate the financing strategies for a growing venture.
- Students will be able to plan marketing strategies and tactics for a new venture.
- Students will be able to explain the social, environmental, and economic responsibility of an entrepreneurial venture.

Pathways

In addition, there are three pathways (startup, corporate, and social entrepreneurship) in the major, each with specific additional learning outcomes described below.

Startup Pathway

- Students will be able to plan for the launch of a new venture in the context of a startup environment.
- Students will be able to design a course of action and execute to launch and grow a new venture.

Social Entrepreneurship Pathway

- Students will be able to apply their entrepreneurial mindset and business skills to create innovate approaches to social/environmental problems.
- Students will be able to explain the key innovations and best practices in business models, legal forms, financing alternatives, and organizational strategies of for-profit and not-for-profit social ventures.

Corporate Entrepreneurship Pathway

- Students will be able to identify and analyze entrepreneurial opportunities (e.g., performance improvement or new business opportunities) pertaining to an existing organization.
- Students will be able to explain the processes and skills needed to lead and manage change inside an organization.

Major Requirements

Lower Division Business Core Requirements:

- BCOR 1910 Business for Good *2 semester hours*
- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*

Upper Division Business Core Requirements:

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - One course from the "Quantitative Methods for Business" course-list (e.g., BCOR 3750) *4 semester hours*
 -
 - One course from the "International/Global Awareness" course-list (e.g., BCOR 3860) *4 semester hours*
 -
 - One course from the "Strategic Business Integrations" course-list (e.g., BCOR 4970) *4 semester hours*

Note:

A cumulative GPA of C (2.0) must be achieved in the major requirements (all business, economics, and mathematics 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 1310 Fundamentals of Entrepreneurship *4 semester hours*
- ENTR 2310 Technology Trends, Opportunities, and Tools *4 semester hours*
- ENTR 3350 New Venture Creation *4 semester hours*
- ENTR 3356 Entrepreneurial Finance *2 semester hours*
- ENTR 3357 Entrepreneurial Marketing *2 semester hours*
- ENTR 3360 Corporate Entrepreneurship and Innovation *4 semester hours*
- ENTR 3370 Entrepreneurial Acquisitions *4 semester hours*
- ENTR 4310 Entrepreneurial Finance *3 semester hours* (FNCE 4410)

- ENTR 4320 Real Estate Finance, Investment, and Entrepreneurship *4 semester hours* (FNCE 4420)
- ENTR 4325 Real Estate Development *4 semester hours*
- ENTR 4340 International Entrepreneurship *4 semester hours* (INBA 4840)
- ENTR 4370 Product and Business Design *4 semester hours*
- ENTR 4380 Business Incubation *4 semester hours*
- ENTR 4381 Managing New Ventures *4 semester hours*
- ENTR 4382 Leading and Managing Change *4 semester hours*
- ENTR 4383 Social Entrepreneurship *4 semester hours*
- ENTR 4385 Entrepreneurial Leadership *4 semester hours*
- ENTR 4398 Special Studies *1 TO 4 semester hours*
- ENTR 4399 Independent Studies *1 TO 4 semester hours*

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.

Entrepreneurship majors can choose one of three pathways, i.e., one of the three specialized Entrepreneurship Curriculum Pathways: Startup Entrepreneurship, Corporate Entrepreneurship, and Social Entrepreneurship. The foundational courses are the same across all the pathways. They are: ENTR 1310 Fundamentals of Entrepreneurship, ENTR 2310 Technology Trends, Opportunities, and Tools, ENTR 3356 Entrepreneurial Finance, ENTR 3357 Entrepreneurial Marketing (ENTR 3356 and ENTR 3357) do not need to be taken prior to taking the cornerstone courses).

The requirements for the remaining course for the Entrepreneurship major are specific to each Pathway. Students take one of the cornerstone courses within the respective pathways that include ENTR 3350 New Venture Creation (for the Startup Entrepreneurship Pathway), ENTR 3360 Corporate Entrepreneurship and Innovation (for the Corporate Entrepreneurship Pathway), and ENTR 3350 New Venture Creation or ENTR 4340 International Entrepreneurship (for the Social Entrepreneurship Pathway). Finally, students take their capstone Entrepreneurship course specific to their pathways, which are ENTR 4380 Business Incubation or ENTR 4381 Managing New Ventures for the Startup Entrepreneurship Pathway), ENTR 4382 Leading and Managing Change for the Corporate Entrepreneurship Pathway, and ENTR 4383 Social Entrepreneurship for the Social Entrepreneurship Pathway. Alternatively, students may elect to not enter any Entrepreneurship Curriculum Pathway and instead pursue a general Entrepreneurship curriculum consisting of any of the above cornerstone courses followed by any of the 4000-level capstone Entrepreneurship courses.

Freshman Year

Fall Semester

- BCOR 1910 Business for Good *2 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- ENTR 1310 Fundamentals of Entrepreneurship *4 semester hours*
- MATH 120 Precalculus Mathematics *3 semester hours*

- FFYS 1000 First Year Seminar *4 semester hours*

Total: 16-17 semester hours

Spring Semester

- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 17-19 semester hours

Sophomore Year

Fall Semester

- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- ENTR 2310 Technology Trends, Opportunities, and Tools *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *4 semester hours*

Total: 17-18 semester hours

Spring Semester

- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- BCOR 3410 Fundamentals of Finance *4 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
 - - ENTR Pathway (Cornerstone) *4 semester hours*
 - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 3750 Operations and Supply Chain Management Analytics *4 semester hours*
- BCOR 3860 International Business *4 semester hours*
- ENTR 3356 Entrepreneurial Finance *2 semester hours*
- ENTR 3357 Entrepreneurial Marketing *2 semester hours*
- - Elective *3-4 semester hours*

Total: 15-16 semester hours

Senior Year

Fall Semester

- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
- - ENTR Pathway Elective *4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- BCOR 4970 Strategic Management *4 semester hours*
- - University Core *4 semester hours*
 -
 - Elective *4 semester hours*
 -
 - Elective *4 semester hours*

Total: 16 semester hours

Management and Leadership, B.B.A.

Objectives

The Management and Leadership major provides students with the appropriate theoretical foundation, applied skill development, project-based learning and professional connections to successfully manage their future careers effectively lead others. Students are expected to gain knowledge, skills, and experiences necessary to support their entry and ongoing career success as ethical and socially responsible leaders, managers, and administrators in our diverse global economy. In addition to the university and college core requirements, Management and Leadership students are required to complete three specialized management courses and two

upper-division electives. Students will develop their own career action plan and have the flexibility to choose the two electives according to their career interests.

Learning Outcomes

Upon completion of requirements for this major, students will be able to:

- Demonstrate an understanding of leadership principles, theories, skills, and traits within themselves and in organizations
- Demonstrate knowledge of the methods and management styles organizations use to sensitize and engage their employees in valuing diversity in the workplace
- Identify and understand the major theoretical frameworks for team development and processes
- Demonstrate decision making abilities in difficult situations through practice to develop confidence in effective and efficient leadership
- Demonstrate global business knowledge, cross-cultural competencies, and appreciation for local and global business environments
- Understand how to build nimble organizational cultures to promote innovation, collaboration, and creativity

Major Requirements

Lower Division Business Core Requirements:

- BCOR 1910 Business for Good *2 semester hours*
- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*

Upper Division Business Core Requirements:

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - One course from the "Quantitative Methods for Business" course-list (e.g., BCOR 3750) *4 semester hours*
 -
 - One course from the "International/Global Awareness" course-list (e.g., BCOR 3860) *4 semester hours*
 -
 - One course from the "Strategic Business Integrations" course-list (e.g., BCOR 4970) *4 semester hours*

Management and Leadership Major Requirements:

- MGMT 2600 Managing Yourself *4 semester hours*
- MGMT 3600 Managing Others *4 semester hours*
- MGMT 4600 Local Global Mindset *4 semester hours*
 - - Two upper-division electives selected by student according to career interests *4 semester hours each*

Note:

A cumulative GPA of C (2.0) must be achieved in the major requirements (all business, economics, and mathematics courses).

For purposes of meeting the requirements for the B.B.A., Management and Leadership 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:

- BCOR 3610 Managing People and Organizations *4 semester hours*
- BCOR 3860 International Business *4 semester hours*
- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
- BCOR 4970 Strategic Management *4 semester hours*
- MGMT 2600 Managing Yourself *4 semester hours*
- MGMT 3600 Managing Others *4 semester hours*
- MGMT 3686 Learning and Development *4 semester hours*
- MGMT 3690 Environmental Strategy *4 semester hours*
- MGMT 4600 Local Global Mindset *4 semester hours*
- MGMT 4608 Faith and Business *4 semester hours*
- MGMT 4610 The Leadership Challenge *4 semester hours*
- MGMT 4620 Employee Rights and Employer Responsibilities *4 semester hours*
- MGMT 4630 International Management *4 semester hours* (INBA 4830)
- MGMT 4635 Managing Nonprofit Organizations *4 semester hours*
- MGMT 4640 Cross-Cultural Leadership *4 semester hours*

Completion of Management and Leadership Major

For the Management and Leadership major, students will complete all LMU and CBA core requirements, plus the required MGMT 2600 Managing Yourself, MGMT 3600 Managing Others, two upper-division MGMT electives, and the capstone course MGMT 4600 Global-Local Mindset. The two electives may be selected from any upper-division MGMT courses or from other non-MGMT courses approved by the Department of Management in advance. As part of their career development coursework in MGMT 2600 Managing Yourself, students will develop a tentative curriculum plan covering options for the two upper-division MGMT electives and other possible electives to fulfill their graduation requirements and career interests. In subsequent semesters, if intending to fulfill one or both of the required upper-division MGMT

electives outside of MGMT, a student must prepare a proposal and receive special approval from the Management Department chair and an ad hoc MGMT faculty committee before enrolling in a substitute elective. This proposal must be submitted to the Management Department chair at least one month before the intended enrollment, indicating the student's career preparation rationale for taking the non-MGMT upper-division elective, and evidence that the course will be offered and open for the student to take (e.g., prerequisites or special permission required by another LMU department to allow the student to enroll in the non-MGMT course). Following completion of the non-MGMT upper-division elective, the student must then file a degree audit adjustment form, signed by a MGMT advisor and the Management Department chair, that will permit the course to count as fulfilling an upper-division MGMT elective.

Model 4-Year Plan--Bachelor of Business Administration--Management and Leadership 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 and Leadership major) degree.

Freshman Year

Fall Semester

- BCOR 1910 Business for Good *2 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- MATH 120 Precalculus Mathematics *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- - University Core *4 semester hours*

Total: 16-17 semester hours

Spring Semester

- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
- - University Core *4 semester hours*
 - - Elective *4 semester hours*

Total: 19 semester hours

Sophomore Year

Fall Semester

- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
- - University Core *3-4 semester hours*

-
- University Core *3-4 semester hours*
-
- University Core *4 semester hours*

Total: 16-18 semester hours

Spring Semester

- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
-
- University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- MGMT 2600 Managing Yourself *4 semester hours*
-
- Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 3750 Operations and Supply Chain Management Analytics *4 semester hours*
- BCOR 3860 International Business *4 semester hours*
- MGMT 3600 Managing Others *4 semester hours*
-
- Elective *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
-
- MGMT Elective *4 semester hours*
-
- University Core *4 semester hours*
-
- Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 4970 Strategic Management *4 semester hours*
- MGMT 4600 Local Global Mindset *4 semester hours*
 - - MGMT Elective *4 semester hours*
 -
 - University Core *4 semester hours*
 -
 - Elective *4 semester hours*

Total: 16 semester hours

Certificate

Foundations of Management Certificate

The Foundations of Management graduate certificate program is designed for individuals who (1) have completed a bachelor's degree in a non-business major and who have not minored in business, and (2) are interested in gaining fundamental knowledge, skills, and abilities in business management to improve their opportunities to advance or start a career and/or position themselves to later pursue a graduate degree in business.

Students who complete each course in the graduate certificate program with a grade of B or higher have the option to continue on into the M.S. in Management program; the three courses in the graduate certificate program count toward the required 10 courses in the M.S. in Management degree.

Admissions Requirements

Admissions Criteria for the Graduate Certificate in Foundations of Management:

- Online Application: <https://graduate.lmu.edu/apply>
- Completion of a bachelor's degree from an accredited U.S. institution or the equivalent of a U.S. bachelor's degree from a foreign institution.
- Undergraduate grade point average over 3.0.
- \$50 non-refundable application fee.
- Transcripts from all colleges or universities attended
- International applicants should submit TOEFL or IELTS scores (waived for applicants who have completed a degree in the United States).
- Personal statement
- Resume

Curriculum

The Foundations of Management Graduate Certificate will consist of three courses from the M.S. in Management degree program.

- BADM 602 Financial and Managerial Accounting *3 semester hours*
- BADM 605 Management and Organizational Behavior *3 semester hours*
- BADM 606 Marketing Management *3 semester hours*

Masters

Management, M.S.

Program Overview

The objective of the Master of Science in Management (MSM) is to provide a high quality, general business education to recent college graduates who have earned a bachelor's degree in a field other than business, such as in the arts, humanities, sciences, or engineering, and have had limited exposure to, and experience in, business. The MSM provides students the knowledge and skills to apply key business concepts in organizational settings in the areas of accounting, finance, marketing, operations and decision support systems, information technology, economics, and statistics. The program prepares graduates to build on their undergraduate major to develop marketable knowledge and skills that are valuable to businesses and other organizations seeking management talent.

Program Mission Statement

The mission of the Master of Science in Management program is to provide a foundation in business education consistent with the Jesuit and Marymount traditions. The program fosters development of the whole person and views business as a force for good in the global community.

M.S. in Management Eligibility Requirements

- Bachelor's degree in a field other than business from an accredited U.S. institution or the equivalent of a U.S. bachelor's degree from a foreign institution.
- Undergraduate GPA of 3.0 or higher.

Learning Outcomes

- Graduates will possess the knowledge and skills to be able to apply key business concepts in organizational settings.
- Graduates will possess critical thinking skills and the ability to integrate concepts.
- Graduates will have the knowledge and skills to communicate effectively as members, managers, and leaders in the organizations in which they are employed.
- Graduates will be able to incorporate ethical reasoning, social responsibility, and sustainability in making decisions in their organizations.

Major Requirements

The Master of Science in Management (MSM) is a nine-month, full-time, face-to-face program that is completed in one academic year (Fall and Spring semesters). The courses are taught

primarily during the day or early evening. The program requires completion of 32 semester hours, consisting of ten courses and two workshops.

Required Courses (3 semester hours each)

- BADM 601 The Legal and Ethical Environment of Business *3 semester hours*
- BADM 602 Financial and Managerial Accounting *3 semester hours*
- BADM 603 Business Statistics *3 semester hours*
- BADM 604 Business Economics *3 semester hours*
- BADM 605 Management and Organizational Behavior *3 semester hours*
- BADM 606 Marketing Management *3 semester hours*
- BADM 607 Operations Analysis and Decision Support Systems *3 semester hours*
- BADM 608 Financial Management *3 semester hours*
- BADM 609 Management Information Systems *3 semester hours*
- BADM 610 Management Strategy *3 semester hours*

Workshops (1 semester hour each)

- BADM 611 Management Workshop: Introduction to Business and Communications *1 semester hours*
- BADM 612 Management Workshop: Personal Development and Career Planning *1 semester hours*

4+1 Master of Science in Management Program

Background

The 4+1 Master of Science in Management (MSM) Program is designed for undergraduate LMU students who are not pursuing a major in business and wish to complete the M.S. in Management degree one year after completing the bachelor's degree. Students admitted to the 4+1 MSM program will take up to two MSM courses (6 semester hours) in their senior year (included in undergraduate tuition) that will count toward both the bachelor's degree and the MSM degree. Accepted students should contact the Graduate Business Programs office for advice for scheduling classes in the senior and fifth year.

Admissions Criteria for the 4+1 Master of Science in Management Program

Undergraduate LMU non-business majors may apply to the 4+1 MSM program after they reach junior standing and have completed 75 semester hours or more of undergraduate coursework with an overall GPA of 3.2 or higher for courses taken to date. The application includes:

- Personal statement (1-2 pages)
- Current resume
- A minimum GPA of 3.2 to waive the GMAT/GRE requirement (students with a GPA below 3.2 may apply if they submit GMAT or GRE results)

Entrepreneurship & Sustainable Innovation, M.S.

Contact Information

Academic Director, MSESI Program

David Choi, Ph.D.

Office Location: Conrad N. Hilton Center for Business, Room 371

Telephone: 310.338.8707

Fax: 310.338.2899

Introduction

The College of Business Administration (CBA) offers the MS in Entrepreneurship and Sustainable Innovation (MSESI) designed for individuals seeking to launch a start-up or innovate practices within their organization. In partnership with the Frank R. Seaver College of Science and Engineering, the MSESI program will:

- develop entrepreneurial and innovative leaders who help fashion a more sustainable and resilient world through the creation and development of new products, services, processes and enterprises;
- accelerate the students' intellectual and professional growth leading to the launch of new professional careers or new ventures by building business and technical capabilities and professional experiences;
- engage students in the Silicon Beach/Los Angeles/California ecosystem through a comprehensive set of curricular and co-curricular programming and activities that introduce students to new professional and entrepreneurial career opportunities; and
- promote and support the global entrepreneurship and innovation network of current students, alumni, and affiliated external partners that enhance the professional opportunities for all.

The MSESI is offered in a hybrid program structure, which offers the best of traditional and non-traditional student learning experience: the in-person combined with the flexibility of doing coursework online. This approach provides flexibility for graduate students who usually balance a full-time job, family obligations, and generally busy schedules. Entrepreneurs are also subject to balancing several aspects of launching a company in addition to family and other obligations. Further, the hybrid model for the MSENSI provides non-traditional learners, professionals and perhaps stay at-home individuals, the opportunity to experience discipline and focus; learn with peers and professors; experience freedom and flexibility with their schedule; and develop personal support and connections with faculty, classmates, and mentors.

Mission Statement

The mission of the Loyola Marymount University College of Business Administration is to advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community. The mission of the Loyola Marymount University MSESI Program provide graduates the opportunity to gain essential skills and experiences to best compete for a place in today's innovation economy and launch a professional entrepreneurial career.

To accomplish its mission, the MSESI Program utilizes faculty, entrepreneurs and practitioners who regularly extend the boundaries of their discipline and practice demonstrating in the classroom their ability to create and enact ideas into reality. Although teaching styles and techniques vary, all focus on the current technological, environmental, political, economic, and social issues that are forming and shaping the many environments of business and society. The MSESI curriculum is one of breath with a culminating capstone. To that end, the basis of the program is broad in integration and practice. Students are able to learn about broad issues then integrate knowledge of sustainability and ethics in their final capstone. Additionally, students will have access to mentors who will guide them through the productive development and start-up or innovation process. The high quality of the MSESI Program is confirmed through its accreditation by the Association to Advance Collegiate Schools of Business.

Admission Requirements

Once an application is complete, applicants will be notified by the CBA Graduate Programs Office within one month. The following items must be received prior to application review.

1. Applicants must apply and pay the \$50 application fee online at <https://graduate.lmu.edu/apply/>.
2. Transcripts from all colleges and universities attended. All applicants with degrees earned outside the United States must have transcripts evaluated for equivalencies to U.S. degrees.
3. A current resume.
4. A personal video no more than 2 minutes in length, choosing a prompt provided on the [admissions website](#).
5. Applicants whose native language is not English and have not completed a bachelor's degree or higher at a university in the United States or other country where English is the primary language must submit a TOEFL score or IELTS score.
6. Personal Statement--no more than 2 pages (12-point font, double-spaced) that addresses why you are applying to the M.S. in Entrepreneurship and Sustainable Innovation program, what your short-term and long-term goals are for your education and

career, why LMU is a good fit for your professional development needs and how you will contribute to the supportive and entrepreneurial community we are committed to building.

7. Applicants may be asked to participate in an interview with a member of the admission committee. Interviews are by invitation only.
8. GMAT/GRE test scores are not required. However, applicants may wish to submit scores to demonstrate sufficient strength in the areas of quantitative and analytical reasoning.

Students may enter the program in Fall semester only.

Attendance in MSENSI classes is limited to individuals who have been admitted to the program and who are registered for the class. Any exceptions to this policy must be approved by the Academic Director of MSENSI.

Proficiency Prerequisites

All students admitted to the MSENSI Program must be proficient in spoken and written English composition, business mathematics, and computer applications. Successful completion of a college-level course in business math or intermediate algebra is required.

Attendance and Residence

Students are expected to be continuously enrolled in the MSENSI Program. A Leave of Absence (LOA) may be granted for up to one year at the discretion of the MBA/MS Programs Director and the Office of the Registrar. If a student needs to request a Leave of Absence, the student must contact the MBA/MS Programs Office 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.

Program Structure

The MSENSI program is designed in a hybrid format, combining both asynchronous online and in-person learning, to maximize the learning objectives of the program. The MSENSI combines content-based and applied learning, which are knowledge and skills necessary to develop entrepreneurs and innovative leaders.

The program requires 36 units of courses; 11 courses at 3 units each. 10 of the 11 courses will be in a hybrid format, with 1 of the courses meeting in-person. Hybrid courses will be approximately 41% (18 hours) of online asynchronous content and 59% (27 hours) of in-person meetings.

The first course the students will take is Creativity, Innovation, and Design (3 units). This course will introduce students to creativity and innovation and apply the content. The course is also designed in an intensive format in the fall semester to bring the cohort together and learn about

team dynamics. Intensive course schedule is specified dates and times meetings. Meetings for this course usually occur in consecutive dates and/or weeks with meetings times being six or more hours in a day. The dates and times will be specified.

All other courses offered in the program will meet in-person beginning week one and will meet every other week (weeks 1, 3, 5, 7, 9, etc). In-person meeting will be scheduled during the evening beginning at 6:30pm to accommodate part-time students. This schedule also provides full-time students the ability to work on projects, meet with mentors, partake in site-visits, do an internship or work in the earlier part of the day. During the off-weeks, weeks 2, 4, 6 etc, students will focus on online asynchronous content, work on group or individual projects/start-ups, partake in an internship, etc.

Student Registration, Counseling, and Degree Works

Registration must be completed each semester during the dates specified in the LMU Academic Calendar provided by the Office of the Registrar.

Newly-admitted students are required to meet with the MBA/MS Programs academic advisor prior to registering for their first semester of classes. In subsequent semesters, students are not required to obtain course approval for registration, unless on academic probation. Each student is responsible for following the curriculum plan outlined by the Msesi Program exclusively. Enrolling in non-LMU MS courses may result in credits not applying towards the Msesi degree.

Students are encouraged to meet informally with faculty for general academic guidance and the Office of Career and Professional Development (CPD) for career guidance.

Degree Works

The Office of the Registrar uses Degree Works to certify students for graduation, and all areas in Degree Works must show MET before the student may graduate. A student should review his or her Degree Works regularly to make sure that courses are listed in the correct areas. Degree Works may be adjusted by the student to allow for course substitutions, waived requirements, or any other variance in the program of study. These adjustments are made through the MBA/MS Programs Office.

Msesi Program Policies

Responsibility and Academic Standing

A student is 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.

A student must maintain in each semester the stated minimum cumulative grade point average for each of the requirements in the degree program. The calculation of standing is based on all courses taken at LMU. MSESI students must maintain a B average (3.0) in term, major, program, and cumulative GPA, with a C or higher in every core course. The calculation is based upon courses taken in Fall, Spring, and Summer terms.

Academic Probation and Disqualification

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 scholarship or extracurricular activities at LMU.

Conditions for Academic Probation

Any MSENSI student who, in any semester, fails to earn a "B" (3.0) average or whose cumulative grade point average in the MSESI Program falls below a "B" (3.0) will be placed on academic probation. Students on academic probation will be ineligible for scholarships and tuition remission.

Conditions for Disqualification

MSESI program disqualification is based upon two consecutive semesters (Fall, Spring, or Summer) 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.

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 to the University.

Academic Dishonesty

The MSESI Program abides by the LMU Honor Code in matters of academic honesty. Please refer to the Academic Degree Requirements and Policies section of the University Bulletin for more information.

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 below a C in a core course will be required to repeat that course.

Grade Appeals

Please refer to the Academic Degree Requirements and Policies section of the University Bulletin for more information.

Incomplete Grades

"I" (Incomplete) indicates that the student has not completed the work for a given course. The student must remove the "I" in order to qualify for graduation. 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.

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.

Academic Advising

An Academic Advisor is available for all MSESI students to assist in navigating through the program curriculum.

Advising is optional, unless a student is on academic probation, in which case the student must be advised prior to registration. MSESI Advisor Holds will be placed on the student's record and not removed until the student has been advised.

Masters

Entrepreneurship and Sustainable Innovation, M.S.

To qualify for the MS in Entrepreneurship and Sustainable Innovation (MSESI) degree, the admitted student must satisfy the requirements of 11 courses. MSESI course descriptions and prerequisites are listed in the University Bulletin. Course syllabi are available on the MSENSI student page on Brightspace.

Learning Outcomes

- Graduates will understand the various environmental and social issues and challenges that the world is/will be facing as well as the new opportunities those challenges bring in order to make a difference.

1. Students will be able to identify the major environmental and social issues and challenges affecting the environment, organizations and people's quality of life.
 2. Students will be able to broadly assess the potential environmental, health, social and economic consequences of various environmental and social problems.
 3. Students will be able to explain the major attempts underway by governments, corporations and scientists to deal with the environmental and social challenges.
- Graduates will build various essential technical competencies including certain analytical methods (e.g., lifecycle analysis) as well an appreciation for technological opportunities and challenges in commercializing clean technologies.
 1. Students will be able to demonstrate competency in life cycle analysis and other relevant analytical tools.
 2. Students will be able to explain the opportunities and challenges of the major solutions such as solar, wind and energy storage technologies.
 3. Students will be able to explain the commercialization processes of key past and current clean technologies.
 - Graduates will apply a design and innovation tool-set to analyze and create new disruptive products, services and processes.
 1. Students will be able to utilize design thinking and related creative methodologies to develop new product or process ideas.
 2. Students will be able to integrate the needs and constraints from multiple stakeholders, e.g., customer, manufacturing, financial, etc., to design an optimal solution.
 - Graduates will demonstrate the core entrepreneurial management competencies, e.g., strategic and financial planning as well as sales and marketing capabilities in the development of a new project or business.
 1. Students will be proficient in the entrepreneurial process (e.g., recognizing and evaluating opportunities and conducting feasibility analysis).
 2. Students will be able to identify and analyze entrepreneurial opportunities (e.g., performance improvement or new business opportunities) pertaining to an existing organization.
 3. Students will be able to understand financial models and the financing processes for starting and growing a new venture.

4. Students will be able to develop a marketing plan to create awareness and acquire customers with limited budget
 5. Students will be able to explain the legal process associated with starting a company including forming an entity, licensing in and assigning technology, founder agreement, basic employment law, and investment agreement.
- Graduates will demonstrate their basic understanding of law, ethics and social responsibility as they pertain to sustainability.
 1. Students should be able to recall the major legislations and treaties affecting the environment.
 2. Students will be able to identify an ethical/legal dilemma in a business situation and apply an ethical/legal model or framework to propose and defend a resolution.
 3. Students will be able to identify social responsibility and incorporate them in their analysis of business situations.
 - Graduates will enhance professional acumen through executive mentoring, internships, new venture launch, and related co-curricular activities.
 1. Students will be able to demonstrate an understanding of leadership principles within themselves and in organizations.
 2. Students will demonstrate strong written and verbal communication skills.

MSESI Curriculum

Students will be required to enroll in core courses that develop their entrepreneurial and innovative mindset while also introducing them to the sustainability framework, emerging technologies and basic science. Students will also be required to enroll in a practicum/capstone and attend field trips/co-curricular activities that supplements the entrepreneurial experience in the classroom. Total semester hours requirement is 36 semester hours.

Curriculum

The curriculum consists of core courses in entrepreneurship and entrepreneurial management; sustainability and technology/science; and a practicum/capstone course spanning over two semesters.

Core courses are prefixed ENSI for the MSESI Program.

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

Entrepreneurship & Entrepreneurial Management Courses

- ENSI 6200 Creativity, Innovation, and Design 3
- ENSI 6203 Corporate Entrepreneurship and Innovation 3
- ENSI 6201 Entrepreneurial Finance and Accounting 3
- ENSI 6202 Entrepreneurial Leadership 3
- ENSI 6204 Growth Marketing, Analytics, and Sales 3
- ENSI 6205 Entrepreneurial Law 3

Sustainability and Technology/Science Courses

- ENSI 6210 Environmental Problems, Issues & Impacts 3
- ENSI 6211 Environmental Law, Policy & Ethics 3
- ENSI 6212 Developments in Sustainable Technology 3
- ENSI 6213 Sustainable Product and Process Development 3

Capstone - taken over two semesters (spring and summer)

- ENSI 6221 Capstone Project 1 3
- ENSI 6222 Capstone Project 2 3

Capstone Project

The capstone project is flexible and mostly self-directed. Students will choose whether you want to work on a small team or individually and select from one of two types of projects: a new venture launch or a corporate project. Although the capstone project course formally begins in the spring semester, students will lay the groundwork for their project throughout the program.

Students are supported by a team of experts including nationally ranked LMU entrepreneurship faculty, Seaver College of Science and Engineering faculty, experienced program staff, the MSESI Advisory Board, industry executives and successful entrepreneurs.

Marketing and Business Law

Faculty

Chairperson: Myla Bui-Nguyen

Professors: Myla Bui-Nguyen, Arthur Gross-Schaefer, Velitchka D. Kaltcheva, Andrew Rohm, Madhu Viswanathan, Sijun Wang, Robert D. Winsor

Associate Professors: Aidin Namin, Mark Bandsuch, S.J., Mitchell Hamilton, Julian Saint Clair

Assistant Professors: Dominique Braxton, Zhen (Richard) Tang

Clinical Associate Professors: Matt Stefl

Clinical Assistant Professor: Sona Gala

Bachelors

Marketing, B.B.A.

Objectives

The Marketing major focuses on activities that facilitate the creation of value and exchange between individuals and organizations. The Marketing Pathway Curriculum, introduced Fall 2018, prepares students to be future-proof and real-world ready in careers such as marketing research and analytics, advertising and promotion, interactive digital and social media marketing, brand planning and strategy, marketing and product management, global marketing, diversity marketing, retailing, and sales management. Additionally, these career paths can lead to leadership positions in all types of organizations and industries, including nonprofit and government sectors.

Learning Outcomes

- 1) Apply, analyze, and evaluate concepts, principles, and theories of stakeholder behavior in order to develop value(s)-based marketing strategies and tactics.
- 2) Conduct research, and apply technology and analytics, to gain evidence-driven insights and informed empathy about customers, stakeholders, and society.
- 3) Apply segmentation, targeting, and brand positioning to develop marketing strategies that equitably and sustainably serve stakeholder values.
- 4) Analyze, evaluate, and implement frameworks for local and global strategic planning that incorporate interconnected organizational and situational factors.
- 5) Evaluate and apply concepts of ethics and responsibility in the use of marketing as a force for good for social, environmental, and economically sustainable well-being.
- 6) Formulate and evaluate elements of the marketing mix to create, communicate, and deliver a sustainable value proposition.
- 7) Articulate and measure the outcomes of marketing investments and actions in terms meaningful to the broader organizational and societal structures of which marketing is a part: individual fulfillment and choice, financial returns, and general quality of life.

Major Requirements

Lower Division Requirements:

- BCOR 1910 Business for Good 2 semester hours
- BCOR 2110 Financial Accounting 4 semester hours
- BCOR 2120 Accounting Information for Decision Making 4 semester hours
- BCOR 2210 Legal Environment of Business 2 semester hours
- BCOR 2710 Business Information Technology 4 semester hours
- ECON 1050 Introductory Economics 4 semester hours

- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*

Upper Division Requirements:

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 -
 - One course from the "Quantitative Methods for Business" course-list (e.g., BCOR 3750) *4 semester hours*
 -
 - One course from the "International/Global Awareness" course-list (e.g., BCOR 3860) *4 semester hours*
 -
 - One course from the "Strategic Business Integrations" course-list (e.g., BCOR 4970) *4 semester hours*

Note:

All upper division marketing major courses must be taken in residence at LMU. For purposes of meeting the requirements for the B.B.A. in Marketing, an overall cumulative grade point average of at least a C (2.0) must be obtained in all courses required in the major.

All (Business Core, Major, and Elective) Marketing Courses:

- BCOR 3510 Marketing and Business Communications *4 semester hours*
- MRKT 3512 Customer Insights *4 semester hours*
- MRKT 3513 Rethinking the Marketplace *4 semester hours*
- MRKT 3516 Company and Customer Mutualism *4 semester hours*
- MRKT 3521 The New World of Branding and Advertising *4 semester hours*
- MRKT 3531 Brand Planning and Strategy *4 semester hours*
- MRKT 3532 Personal Brand Management *1 semester hours*
- MRKT 3534 Conceptual Brand Thinking *4 semester hours*
- MRKT 3570 Marketing Law *4 semester hours*
- MRKT 3597 Internship *1 semester hours*
- MRKT 3598 Special Studies *1 TO 4 semester hours*
- MRKT 4510 Advertising and Promotion Management *4 semester hours*
- MRKT 4515 Managing Retail and Service Businesses *4 semester hours*
- MRKT 4517 Data-Driven Customer Insights *4 semester hours*
- MRKT 4521 Adaptive Media and Analytics *4 semester hours*
- MRKT 4523 Historical Survey of Business and Capitalism in Society *4 semester hours*
- MRKT 4524 Sustainable Marketing Enterprises *4 semester hours*
- MRKT 4525 Competitive Strategy *4 semester hours*
- MRKT 4527 Customer Relationship Management Analytics *4 semester hours*
- MRKT 4531 Creative Brand Management *4 semester hours*

- MRKT 4532 Advertising Account Management *1 semester hours*
- MRKT 4533 Psychology of Health and Marketing *4 semester hours*
- MRKT 4534 Bottom-up Marketing Innovation *4 semester hours*
- MRKT 4535 Public Policy and Marketing *4 semester hours*
- MRKT 4536 Professional Selling *4 semester hours*
- MRKT 4543 Brands, Celebrities, and the Arts *4 semester hours*
- MRKT 4545 New Product Development *4 semester hours*
- MRKT 4546 Brand Management *4 semester hours*
- MRKT 4547 Strategic Marketing Decision Making *4 semester hours*
- MRKT 4553 Non-Profit Marketing *2 semester hours*
- MRKT 4555 Business-to-Business Marketing *4 semester hours*
- MRKT 4556 Supply Chain Management and Logistics *4 semester hours*
- MRKT 4561 Managing User Experience *4 semester hours*
- MRKT 4563 New Perspectives for Understanding Markets *4 semester hours*
- MRKT 4565 The Psychology of Selling and Consuming *4 semester hours*
- MRKT 4566 Pricing Goods and Services *4 semester hours*
- MRKT 4573 Sports Marketing *4 semester hours*
- MRKT 4574 Entertainment Marketing *4 semester hours*
- MRKT 4576 Marketing Strategy in the Global Environment *4 semester hours*
- MRKT 4583 Modern Consumer Culture *4 semester hours*
- MRKT 4593 Brand Storytelling *4 semester hours*
- MRKT 4595 Value Creation and Marketing Accountability *4 semester hours*
- MRKT 4598 Special Studies *1 TO 4 semester hours*
- MRKT 4599 Independent Studies *1 TO 4 semester hours*

Note:

Students in the Marketing major begin by completing the Business core marketing course, BCOR 3510 Marketing and Business Communications, which is a required core business class for all business and accounting majors. **It is strongly recommended that students complete BCOR 3510 during their sophomore year.** At the beginning of their junior year, students then choose to enter one of the four specialized Marketing Curriculum Pathways: Applied Learning in Societal Transformation (A-LIST), Congruity of Interests (COIN), Marketing Analytics (MA), or the M-School Pathway. Note that admission into the M-School Pathway is competitive and based on an application process taking place in the students' sophomore year. Once in a Pathway, students must first complete the specific Foundational course(s) within that Pathway before taking any advanced MRKT elective courses or the required Capstone course within that respective Pathway. All pathways require MRKT 3512 MRKT 3512 Customer Insights as a foundational course. The additional foundational courses within the respective pathways are MRKT 3513 Rethinking the Marketplace (in the A-LIST Pathway), MRKT 3516 Company and Customer Mutualism (in the COIN Pathway), MRKT 4517 Data-Driven Customer Insights (in the MA Pathway), and MRKT 3521 The New World of Branding and Advertising (in the M-School Pathway).

Requirements for the Marketing major are specific to each Pathway:

Students in the A-LIST Pathway will complete MRKT 3512 Customer Insights and MRKT 3513 Rethinking the Marketplace, one advanced MRKT elective courses chosen from among those specifically designated as A-LIST electives, , one advanced MRKT elective course chosen either from the A-LIST elective or other MRKT electives, and the capstone MRKT 4593 Brand Storytelling course.

Students in the COIN Pathway will complete MRKT 3512 Customer Insights and MRKT 3516 Company and Customer Mutualism, one advanced MRKT elective courses chosen only from among those specifically designated as COIN electives, one advanced MRKT elective course chosen eiter from the COIN electives or any other 4000-level MRKT elective (or MRKT 3513 or MRKT 3521), and the capstone MRKT 4595 Value Creation and Marketing Accountability course.

Students in the MA Pathway must complete MRKT 3512 Customer Insights, MRKT 4517 Data-Driven Customer Insights, MRKT 4527 Customer Relationship Management Analytics, one upper-division MRKT elective, and the capstone MRKT 4547 Strategic Marketing Decision Making course.

Alternatively, after completing BCOR 3510, Marketing students can apply for admittance into the M-School program during the spring semester of their sophomore year. Admittance is competitive and not guaranteed; however, if accepted into the M-School, students are required to complete, in addition to MRKT 3512 Customer Insights, four M-School specific classes in order to meet the requirements of the Marketing major. Required classes include the foundational MRKT 3521 The New World of Branding and Advertising course and the capstone MRKT 4531 Creative Brand Management course. After completing MRKT 3512 and MRKT 3521, students will complete two additional required courses among the following M-School courses: MRKT 3531 Brand Planning and Strategy, MRKT 3533 Production Tools and Techniques, MRKT 3534 Conceptual Brand Thinking, MRKT 4521 Adaptive Media and Analytics and MRKT 4539 Full Funnel Marketing. The fifth and final M-School course is MRKT 4531 Creative Brand Management, taken senior year, spring semester.

Please note that students will be permitted to begin taking their foundational course and associated required or advanced elective courses within a Pathway only after completing BCOR 3510 Marketing and Business Communications. The Marketing major requires five upper division courses beyond BCOR 3510, regardless of the pathway selected. Requirements to complete the upper division courses for each pathway are specified above.

Model 4-Year Plan--Bachelor of Business Administration--Marketing Major Curriculum

The following curriculum represents one possible order or sequence in which it is expected that students will take the various courses required for the B.B.A. (Marketing major) degree. Individual schedules may vary due to student qualifications, participation in Study Abroad programs, and course availability. In order to graduate within 4 years, a student should complete an average of 16 credits each semester.

Freshman Year

Fall Semester

- BCOR 1910 Business for Good *2 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *4 semester hours*

Total: 13-14 semester hours

Spring Semester

- ECON 2300 Introductory Statistics *4 semester hours*
- MATH 112 Calculus for Business *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *4 semester hours*
 - - Elective *4 semester hours*

Total: 18-19 semester hours

Sophomore Year

Fall Semester

- BCOR 2110 Financial Accounting *4 semester hours*
- BCOR 2210 Legal Environment of Business *2 semester hours*
 - - University Core *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- BCOR 2120 Accounting Information for Decision Making *4 semester hours*
- BCOR 2710 Business Information Technology *4 semester hours*
- BCOR 3510 Marketing and Business Communications *4 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- BCOR 3410 Fundamentals of Finance *4 semester hours*
- BCOR 3610 Managing People and Organizations *4 semester hours*
 - - Marketing Foundation Course: MRKT 3512 Customer Insights *4 semester hours*
 - - Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 3750 Operations and Supply Chain Management Analytics *4 semester hours*
- BCOR 3860 International Business *4 semester hours*
 - - Marketing Pathway Foundation Course (MRKT 3513 Rethinking the Marketplace for the A-LIST Pathway or MRKT 3516 Company and Customer Mutualism for the COIN Pathway or MRKT 4517 Data-Driven Customer Insights or MRKT 3521 The New World of Branding and Advertising for M-School Required Course *4 semester hours*
 - - Elective *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- BCOR 4910 Business Ethics and Sustainability *4 semester hours*
 - - MRKT Pathway-Specific Required or Elective Course *4 semester hours*
 - - Elective *4 semester hours*
 - - Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BCOR 4970 Strategic Management *4 semester hours*
 - - MRKT Pathway-Specific Capstone Course: MRKT 4593 Brand Storytelling (A-LIST Pathway) or MRKT 4595 Value Creation and Marketing Accountability (COIN Pathway) or MRKT 4547 Strategic Marketing Decision

Making (MA Pathway) or MRKT 4531 Creative Brand Management (M-School Pathway) *4 semester hours*

-
- Elective *4 semester hours*
-
- University Core *4 semester hours*

Total: 16 semester hours

Minor

Business Law Minor

Eligibility: The Business Law Minor is open only to **College of Business Administration majors**. The requirements for the Business Law Minor are BCOR 2210, required in the Business Core, and an additional four (4) business law elective courses. A minimum cumulative GPA of 2.5 must be earned in the minor.

Courses that fulfill the Business Law Minor include the following: BLAW 3210 (Legal Tools for Business Professionals); BLAW 3270/MRKT3570 (Marketing Law); BLAW 4220/MGMT 4620 (Employer Rights and Employer Responsibilities); BLAW 4260/ENTR4398 (Law for the Entrepreneur); BLAW 4270 (Integration of Law, Ethics, and Spirituality); BLAW 4210 (Entertainment Law); BLAW 4230 (Sports Law); BLAW 4240 (Real Estate Law); BLAW 4250 (International Law); BLAW 4298 (Special Studies); BLAW 4299 (Independent Studies).

CBA majors may fulfill some of their major requirements with courses that also count towards the Business Law Minor. To fulfill requirements of the Business Law minor, students must take a minimum of two distinct courses that do not fulfill their major degree requirements.

For questions concerning the Business Law Minor, please contact Sona Gala, Clinical Assistant Professor of Business Law: Sona.Gala@lmu.edu.

MBA Program

Senior Director, Graduate Business Programs

Dustin Cornwell

Contact Information

Office Location: Conrad N. Hilton Center for Business, Room 51

Telephone: 310.338.8707

Fax: 310.338.2899

Introduction

The College of Business Administration offers the MBA degree designed for working professionals. There are three areas of emphasis/specialization in the MBA Program. The purpose, admission requirements, program requirements, and options are described in the pages that follow. The part-time MBA program (MBA) serves the educational requirements of working professionals who recognize the need to continue to build their careers. The Executive MBA (EMBA) is designed for the experienced business professional who aspires to executive-level responsibility.

In addition, eight 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 Seaver College of Science & Engineering to earn an MBA and MS.

Mission Statement

The mission of the Loyola Marymount University College of Business Administration is to advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community. 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, economic, 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, including 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.

Application Process

Application

Complete and submit an online application and pay a \$50 non-refundable application fee.

- **Resume:** You will be required to upload a professional resume.

- **Personal Statement:** You will be required to upload a personal statement addressing why you are applying to the MBA program at this point in your career, what your short and long-term career goals are and why the LMU MBA is a good fit for your professional development needs.
- **GMAT/GRE score**
- **College/university transcripts**
- **TOEFL/IELTS scores** (international students only)

Note: Admission deadlines may change from year to year. Please consult the program website for current application deadlines.

Students may enter the program in either Fall or Spring semesters.

Attendance in MBA classes is limited to individuals who have been admitted to the MBA program and who are registered for the class. Any exceptions to this policy must be approved by the Senior Director of MBA and MS Programs.

MBA Program Eligibility Requirements

- Bachelor's degree from an accredited U.S. institution or the equivalent of a U.S. bachelor's degree from a foreign institution.
- 2 years of full-time work experience is preferred.
- Demonstrated capacity for graduate level quantitative courses, either through previous coursework (business math or intermediate algebra) or test scores.

Attendance and Residence

Students are expected to be continuously enrolled in the MBA Program. A Leave of Absence (LOA) may be granted for up to one year at the discretion of the MBA and MS Programs Director and the Office of the Registrar. If a student needs to request a Leave of Absence, the student must contact the MBA and MS Programs Office 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.

Student Registration, Counseling, and Degree Works

Registration must be completed each semester during the dates specified in the LMU Academic Calendar provided by the Office of the Registrar.

Newly-admitted students are required to meet with the MBA/MS Programs academic advisor prior to registering for their first semester of classes. In subsequent semesters, students are not required to obtain course approval for registration, unless on academic probation. Each student takes responsibility for following the curriculum plan outlined by the MBA Program exclusively. Enrolling in non-LMU MBA courses may result in credits not applying towards the MBA degree.

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

Degree Works

The Office of the Registrar uses Degree Works to certify students for graduation, and all areas in Degree Works must show MET before the student may graduate. A student should review his or her Degree Works regularly to make sure that courses are listed in the correct areas. Degree Works may be adjusted by the student to allow for course substitutions, waived requirements, or any other variance in the program of study. These adjustments are made through the MBA and MS Programs Office.

MBA Program Policies

Responsibility and Academic Standing

A student is 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.

A student must maintain in each semester the stated minimum cumulative grade point average for each of the requirements in the degree program. The calculation of standing is based on all courses taken at LMU. MBA students must maintain a B average (3.0) in term, major, program, and cumulative GPA, with a C or higher in every core course. The calculation is based upon courses taken in Fall, Spring, and Summer terms.

Academic Probation and Disqualification

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 scholarship or extracurricular activities at LMU.

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. Students on academic probation will be ineligible for scholarships and tuition remission.

Conditions for Disqualification

MBA program disqualification is based upon two consecutive semesters (Fall, Spring, or Summer) 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.

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 to the University.

Academic Honesty

The MBA Program abides by the LMU Academic Honesty Policies and Procedures. Please refer to the Academic Degree Requirements and Policies section of the University Bulletin for more information.

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 from the MBA and MS Programs Office.

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.

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 below a C in a core course will be required to repeat that course.

Grade Appeals

Please refer to the Academic Degree Requirements and Policies section of the University Bulletin for more information.

Incomplete Grades

"I" (Incomplete) indicates that the student has not completed the work for a given course. The student must remove the "I" in order to qualify for graduation. 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.

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 once 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 semester during which the student expects to enroll in the Independent Studies course.

All questions about Independent Studies should be directed to the Faculty Advisor. The Faculty Advisor is the arbiter of the process facilitating Independent Studies.

Academic Advising

An Academic Advisor is available for all MBA students to assist in navigating through the Program curriculum.

Advising is optional, unless a student is on academic probation, in which case the student must be advised prior to registration. MBA Advisor Holds will be placed on the student's record and not removed until the student has been advised.

The Jesuit MBA Network

Jesuit MBA 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. Other conditions may apply as well.

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 Program 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 requirements 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.

A student who transfers to LMU from another Jesuit MBA program is required to maintain the standards of graduate students at LMU and is governed by the guidelines established within the University Bulletin. For more information about the Jesuit Transfer Network, visit <http://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).

All participating institutions have the right to deny individual applicants. Each institution will employ the right to enforce its own university standards.

LMU prefers Jesuit MBA Network transfers for the Fall term but will consider other semesters.

International Study Classes

Students may take no more than one (1) MBA international study summer program class offered by another Jesuit institution.

Dual-Degree

[J.D./M.B.A. Dual Degree Program: Doctor of Jurisprudence and Master of Business Administration Degrees](#)

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 with the exception of the GMAT requirement. Please

refer to the Loyola Law School Student Handbook and this University Bulletin for clarification on policies governing graduate students.

JD/MBA Admissions

Eligibility

In order to apply for admission to the JD/MBA program, you must be a Loyola law student in good standing. Applicants may apply to the program immediately after completing their first year of law school. Only full-time day students may apply for admission into the program. Students whose admission to either program would normally be granted on either a conditional or provisional basis will not be accepted into the JD/MBA program.

Application Deadline

The priority application deadline is **July 1st each year**. Admission decisions will begin in May and continue on a rolling basis as space permits in the program.

Application Requirements

- [2021 JD MBA Application](#)
- [LMU's MBA Application](#)
- Application Fee (\$25.00 paid electronically at apps.ll.edu/seatdeposit/.)
- Law School Transcripts

Please note: Applying to the JD/MBA programs is a two-part process. In addition to the joint JD/MBA application, applicants are required to complete and submit an application to LMU's MBA program.

Course of Study

Students enrolled in the JD/MBA Program plan a specific course of study with the MBA Program and the Loyola Law School. 12 units of law course work will apply to MBA Program, reducing MBA requirement to 39 semester hours.

Suggested JD/MBA Curriculum Flowchart

Fall Semester - 12 units

- MBAW 6400 MBA Orientation *2 semester hours*
- MBAA 6020 Financial and Managerial Accounting *3 semester hours*
- MBAA 6030 Global Economic Structures and Systems *1.5 semester hours (8-week course)*
- MBAA 6040 Managing Markets and Customer Relationships *3 semester hours (8-week course)*
- MBAA 6050 Managing Operations *1.5 semester hours (8-week course)*
- MBAA 6090 Managing Information Systems *3 semester hours (8-week course)*

Spring Semester -12 units

- MBAA 6010 Managing People and Organizations *3 semester hours*
- MBAA 6060 Strategic Management *3 semester hours*
- MBAA 6070 Managing Financial Resources *3 semester hours*
- MBAA 6080 Data, Models, and Decisions *3 semester hours*
- MBAW 6402 The Elements of Becoming A Strategic Leader *1 semester hours*

Summer Session - 3 units

- Elective *3 semester hours*

Fall Semester - 3 units

- Elective *3 semester hours*

Spring Semester - 6 units

- MBAW 6307 Management Leadership Workshop: Planning Your Future *0 semester hours*
 - - Elective *3 semester hours*
- MBAA 6100 Managing International Business *3 semester hours*
- MBAI 689 CMS Preparation--Spring *0 semester hours*
 - - Elective *3 semester hours*

Summer Session - 3 units

International Experience

- Comparative Management Systems (CMS) *6 semester hours*

Total Degree Requirement: 39 semester hours

Engineering/MBA Dual Graduate Degree

Engineering/MBA Dual Graduate Degree

Dual M.S. in Computer Science/Master of Business Administration

Dual M.S. in Computer Science/Master of Business Administration

Dual M.S. in Electrical Engineering/Master of Business Administration

Dual M.S.E. in Electrical Engineering/Master of Business Administration

Dual M.S. in Environmental Science/Master of Business Administration

Dual M.S. in Environmental Science/Master of Business Administration

Dual M.S. in Healthcare Systems Engineering/Master of Business Administration

Dual M.S. in Healthcare Systems Engineering/Master of Business Administration

Masters

Business Administration, M.B.A.

MBA Degree Program

To qualify for the Master of Business Administration degree, the admitted student must satisfy the 51-unit requirement. MBA course descriptions and prerequisites are listed in the University Bulletin. Course syllabi are available on the MBA student page on Brightspace.

Learning Outcomes

- Apply key concepts in the business-related areas of accounting, finance, marketing, operations and supply chain management, information technology, economics, and statistics.
- Evaluate how economic and trade issues, different cultures, and the political environment impact business situations.
- Utilize critical thinking skills in analyzing business situations.
- Integrate concepts and skills from multiple business areas when analyzing business situations.
- Effectively express knowledge and ideas through written communication and oral communication.
- Demonstrate an understanding of leadership principles within themselves and in organizations.
- Evaluate formal and informal organizational structure and processes.
- Analyze teamwork and interpersonal relations in an organizational setting.
- Apply appropriate data analysis techniques in the analysis of business situations and in decision making.
- Identify an ethical dilemma in a business situation and apply an ethics model or framework to propose and defend a resolution.
- Identify social responsibility issues and incorporate responsibility to stakeholders in their analysis of business situations.
- Identify sustainability issues and incorporate environmental responsibilities in their analysis of business situations.

MBA Course Categories

Five broad divisions of courses exist in the MBA Program: Orientation, workshops, core requirements, electives, and the international experience. Total semester hours requirement is 51 semester hours.

The completion of the program includes:

- Orientation (2 days)
- Core Classes
- Workshops
- 6 elective courses (students may declare an emphasis using 3 courses in a particular field of study)
- 1 International Experience

Core Curriculum

The core curriculum consists of 11 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 described in the next section. They include the following:

- MBAA 6010 Managing People and Organizations *3 semester hours*
- MBAA 6020 Financial and Managerial Accounting *3 semester hours*
- MBAA 6030 Global Economic Structures and Systems *1.5 semester hours*
- MBAA 6040 Managing Markets and Customer Relationships *3 semester hours*
- MBAA 6050 Managing Operations *1.5 semester hours*
- MBAA 6060 Strategic Management *3 semester hours*
- MBAA 6070 Managing Financial Resources *3 semester hours*
- MBAA 6080 Data, Models, and Decisions *3 semester hours*
- MBAA 6090 Managing Information Systems *3 semester hours*
- MBAA 6100 Managing International Business *3 semester hours*
- - Business and Society Requirement *3 semester hours*

Satisfied by taking one of the following courses:

- MBAE 601 The Legal and Ethical Environment of Business *3 semester hours*
- MBAE 651 Ethical Issues in Business *3 semester hours*
- MBAH 650 Social Entrepreneurship *3 semester hours*

Note:

Several topics which are vital to the common body of knowledge in business are not directly referenced in the titles of the 11 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.

Due to the MBA program's flexible design, certain courses are eight weeks in duration, while others are 16 weeks long; please note that courses may begin on the first day of a new semester, or mid-semester based on course length.

Area of Emphasis/Specialization

Depth in a specialized field of knowledge is obtained by the selection of three courses within one of three designated areas of emphasis. For example, a student who plans on selecting MBAF: Finance as their area of emphasis/ must take 3 MBAF advanced courses to fulfill the area of emphasis/ requirement. These specializations and their course designator prefixes are listed below:

MBAC: Marketing
MBAF: Finance
MBAH: Entrepreneurship

Having an emphasis is not required. Students may select six courses from elective offerings.

International Experience

The international experience is designed to draw together the knowledge gained in the MBA program into a combined focus.

Executive MBA

Senior Director, Graduate Business Programs

Dustin Cornwell

Contact Information

Office Location: Conrad N. Hilton Center for Business; Center for Executive Learning

Telephone: 877.LMU.8585 (877.568.8585)

Fax: 310.338.1890

E-mail: emba@lmu.edu

Website: <http://emba.lmu.edu>

Introduction

The LMU EMBA is designed for accomplished working professionals to build the core business competencies and insights required for executive leadership. The 20-month program offers:

- First rate faculty comprised of academic and industry leaders
- Rigorous curriculum that melds the latest research and industry best practices
- Small, collaborative class with successful, highly motivated peers
- Saturday-only classes that minimize work conflicts
- Professional and career development fully supported by executive coaching

- Conveniently-located campus in the heart of "Silicon Beach"

The program begins in August year one and ends in May year two.

Mission Statement

The Loyola Marymount University College of Business Administration mission is to advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community. The mission of the Loyola Marymount University EMBA Program is to provide high quality graduate business education consistent with the Jesuit and Marymount traditions. The EMBA Program empowers students to redefine their narrative by building capacity for leadership and strategy in a values-driven environment. The result is the development of ethical executives possessing the knowledge and skills to effectively lead organizations in a diverse and global economy. The EMBA Program is accredited by the Association to Advance Collegiate Schools of Business.

Application Process

The Executive MBA (EMBA) program requires a Bachelor's degree with an acceptable level of scholarship from an accredited institution of higher learning and eight or more years of increasing responsibility in professional, management, or entrepreneurial positions.

Application

Complete and submit an online application and pay a \$50 non-refundable application fee (the application fee is waived for active duty military and veterans).

- **Personal interview**

Applicants for the Executive MBA will have an arranged interview with the Program Director. 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. The interview will also be used to determine if you are required to take the Graduate Management Admission Test (GMAT).

- **Resume:**

Applicants are required to upload a professional resume.

- **Personal statement:**

Applicants are required to upload a personal statement addressing what they hope to accomplish during the LMU EMBA program and what they will bring to the classroom environment.

- **Two letters of recommendation:**

Letters should come from current/former colleagues (e.g. supervisor, peer and/or client) with whom you have worked closely and who can assess your capabilities and leadership potential. Applicants will include the contact information for their recommenders in their application, and their recommenders will be contacted by LMU to upload their letters directly into your application file. We require no supplemental recommendation form in addition to the actual letter itself.

- **College/university transcripts:**

Provide transcripts for all colleges or universities applicant has attended. Applicants may upload unofficial transcripts directly into your online application. They should request an official electronic transcript from any institution where you earned a degree. Request that official transcripts be sent via email to graduateadmission@lmu.edu.

- **GMAT/GRE score:**

GMAT/GRE test scores are **not required** for EMBA applicants who are able to demonstrate, through past academic performance and work experience, sufficient strength in the areas of quantitative and analytical reasoning. Candidates will be advised after the personal interview and application screening if GMAT/GRE scores are required.

International Applicants

The majority of LMU EMBA international students are in the United States on a work visa as our program is designed for experienced working professionals. However, EMBA students qualify for the F-1 student visa.

International students have additional [admission requirements](#).

Commitment Deposit

Admitted candidates must confirm their commitment to attend and provide a non-refundable deposit of \$1,000 within a timeframe specified in your acceptance letter. The deposit will be applied to your tuition.

Note: Admission deadlines may change from year to year. Please consult the program website for current application deadlines.

Executive MBA Eligibility Requirements

- Bachelor's degree with an appropriate level of scholarship from an accredited institution of higher learning.
- A significant amount of professional, management or entrepreneurial experience.

Attendance and Residence

Students are expected to be continuously enrolled in the EMBA Program. A Leave of Absence (LOA) may be granted for up to one year at the discretion of the Senior Director of Graduate Programs and the Office of the Registrar. If a student needs to request a Leave of Absence, the student must contact the EMBA Office 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.

EMBA Program Policies

Responsibility and Academic Standing

A student is 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.

A student must maintain in each semester the stated minimum cumulative grade point average for each of the requirements in the degree program. The calculation of standing is based on all courses taken at LMU. EMBA students must maintain a B average (3.0) in term, major, program, and cumulative GPA, with a C or higher in every core course. The calculation is based upon courses taken in Fall, Spring, and Summer terms.

Academic Probation and Disqualification

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 their course of study is subject to probation. Further, the Associate Dean or Program Director may impose restrictions on students on probation regarding the program of study and their participation in scholarship or extracurricular activities at LMU.

Conditions for Academic Probation

Any EMBA student who, in any semester, fails to earn a "B" (3.0) average or whose cumulative grade point average in the EMBA Program falls below a "B" (3.0) will be placed on academic probation. Students on academic probation will be ineligible for scholarships.

Conditions for Disqualification

EMBA program disqualification is based upon two consecutive semesters (Fall, Spring, or Summer) 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.

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 to the University.

Academic Honesty

The EMBA Program abides by the LMU Academic Honesty Policies and Procedures. Please refer to the Academic Degree Requirements and Policies section of the University Bulletin for more information.

Grade Appeals

Please refer to the Academic Degree Requirements and Policies section of the University Bulletin for more information.

Incomplete Grades

"I" (Incomplete) indicates that the student has not completed the work for a given course. The student must remove the "I" in order to qualify for graduation. 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.

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.

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 22-month, 56-credit-hour program is presented in four semester modules and one summer between years one and two. 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, business analytics, 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, structured residencies, and experiential learning.

Classroom Experience

Classroom sessions are comprised of presentations by academic 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 using 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 Residential and Orientation**

Students begin the Executive MBA program with a four-day residential where they are oriented to the program, they set learning goals, they form study teams, and they engage in a variety of workshops and team-building exercises.

- **Intersection of Government, Organizations, Innovation and Entrepreneurship:**

In the summer between the first and second years, students study and learn of business and government relations as it intersects with innovation and entrepreneurship. Our students take an immersive, three-day trip to Sacramento where they gain a better understanding of the legislative process and have the opportunity to meet with individuals who shape

policies and decisions. Students engage with elected officials, capitol staff, NGOs, lobbyists, state departments and legislatively mandated offices that are integral to facilitating state government operations. Capital partners provide an insider's perspective on how the legislative process works, the various players that support the effort, as well as the essential role that relationships and trade-offs (priorities) play in maintaining the fabric of a functioning state government.

- **The Global Business Environment**

In the final semester, students take a two-week international journey to compare and contrast one emerging business center and another well-developed one, in the same geographic region of the world. Students meet with business executives and government leaders to gather findings for their final, capstone research project, while developing a comprehensive business plan. Every EMBA cohort spends some of their time overseas focusing on building sustainable communities - enhancing the marginalized and disadvantaged of society.

Learning Outcomes

Goal 1: Graduates will demonstrate competencies for using finance, accounting, economics, statistical tools, HR management, marketing and strategy concepts to analyze, evaluate and manage an organization's performance.

Objective 1: Students will demonstrate a working-level understanding of key concepts in the business-related areas of:

- a. Accounting
- b. Financial planning and analysis
- c. Economics
- d. Data Analytics
- e. Human capital management
- f. Marketing

Objective 2: Students will be able to integrate concepts and skills from the multiple business areas addressed in Goal 1 Outcome 1 when analyzing business situations.

Objective 3: Students will be able to analyze and evaluate external forces in the firm's environment which impact its strategy.

Objective 4: Students will be able to develop effective firm strategies for competing and plans for their successful implementation.

Goal 2: Graduates will have the knowledge and skills to function effectively as leaders, team managers and team members of organizations.

Objective 1: Students will understand their own leadership styles.

Objective 2: Students will apply leadership principles to effectively address key issues.

Objective 3: Students will demonstrate techniques and approaches for performing in and managing high performance teams.

Objective 4: Students will communicate effectively in group and team settings.

Goal 3: Graduates will be able to utilize a variety of frameworks of ethical decision making, leading responsibly and acting with integrity.

Objective 1: Students will be able to give effective, persuasive presentations using appropriate technology.

Objective 2: Students will be able to write compelling and well-supported business documents.

Goal 4: Graduates will demonstrate strong written and oral managerial communication skills.

Objective 1: Students will be able to give effective, persuasive presentations using appropriate technology.

Objective 2: Students will be able to write compelling and well-supported business documents.

Goal 5: Students will have a global business perspective.

Objective 1: Students will be able to analyze and evaluate the business risk factors and market potential affecting the ability of a firm to do business in a country.

Objective 2: Students will be able to develop strategies and business models for a firm expanding its products or market activities internationally.

The EMBA Curriculum Sequence

The LMU EMBA program consists of 56 semester hours taught over four modules and a summer session between the first and second years. 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.

Executive Leadership Orientation

The program begins with a four-day residential orientation where students set learning goals, form study teams, and engage in a variety of workshops and team-building exercises.

- MBAP 6810 Introduction to Executive Leadership *2.5 semester hours*

Total: 2.5 semester hours

Module 1: Business Foundations

This module addresses what it means to be a leader in the 21st century, including leading oneself, leading others and communicating effectively. The student develops a foundation in quantitative and analytical skills to assess the impact of the global economy on the economic value of the firm.

- MBAP 6110 Financial Accounting *2 semester hours*
- MBAP 6310 Business Insights *2 semester hours*
- MBAP 6330 Applied Business Economics *1 semester hours*
- MBAP 6410 Marketing Management *2.5 semester hours*
- MBAP 6510 Executive Communications I *1 semester hours*
- MBAP 6820 Leadership Foundations *2 semester hours*
- MBAP 6840 Professional Development *.5 TO 1.5 semester hours*

Total: 11.5 semester hours

Module 2: Building and Leading High Performance Organizations (spring)

This module focuses on how executives can maximize human potential for improving organizational performance. Our students develop a better understanding of your own leadership and decision-making styles, while continuing to develop their quantitative and analytical skills.

- MBAP 6120 Managerial Accounting *2 semester hours*
- MBAP 6210 Fundamentals of Finance *2 semester hours*
- MBAP 6320 Big Data, Analytics, and Organizational Decision-Making *1 semester hours*
- MBAP 6340 Applied Macro Economics *1 semester hours*
- MBAP 6520 Executive Communications II *1 semester hours*
- MBAP 6610 Human Capital Management *2.5 semester hours*
- MBAP 6650 Management and the Technological Future *1 semester hours*
- MBAP 6840 Professional Development *.5 TO 1.5 semester hours*
- MBAP 6850 Ethics and Spirituality in the Workplace *.5 semester hours*

Total: 11.5 semester hours

Summer: Intersection of Government, Organizations, Innovation and Entrepreneurship

Over the summer, students study innovation and entrepreneurship and take a 3-day trip to Sacramento to gain a better understanding of the legislative process and meet with individuals

who shape policies and decisions. Students finish this summer module with an opportunity to create their own business venture; from concept to business plan to investor pitch.

- MBAP 6880 Leadership Practicum *1 semester hours*
- MBAP 6910 Managing Innovation *3 semester hours*
- MBAP 6920 Field Study: Innovation in Practice *2 semester hours*
- MBAP 6950 New Venture Start Up *3 semester hours*

Total: 9 semester hours

Module 3: Strategy in the Global Business Environment (fall)

This module expands your horizons beyond functional and internal topics to global approaches, presenting you with a variety of complex and interrelated issues.

- MBAP 6220 Corporate Finance and Capital Markets *2 semester hours*
- MBAP 6420 Strategic Marketing *3 semester hours*
- MBAP 6670 Strategic Management *2.5 semester hours*
- MBAP 6710 Strategic Opportunity Assessment *.25 TO 1.25 semester hours*
- MBAP 6750 Business in the International Environment I *2 semester hours*
- MBAP 6840 Professional Development *.5 TO 1.5 semester hours*
- MBAP 6850 Ethics and Spirituality in the Workplace *.5 semester hours*

Total: 11.25 semester hours

Module 4: Executive Leadership in Practice (spring)

This module enhances your ability to apply human and capital resources to achieve a long-term competitive advantage for your organization. Particular emphasis is given to ethical conduct, integrity and socially-responsible action. Students take a 2-week journey overseas to 2 major business centers to meet with leaders of business and government, and to gather findings for their capstone research projects.

- MBAP 6230 Financing Expansion and Resolving Growth Issues *1.5 semester hours*
- MBAP 6710 Strategic Opportunity Assessment *.25 TO 1.25 semester hours*
- MBAP 6720 Strategic Opportunity Implementation *3 semester hours*
- MBAP 6730 International Negotiations *.5 semester hours*
- MBAP 6760 Business in the International Environment II *1.5 semester hours*
- MBAP 6830 Executive Leadership *1.5 semester hours*
- MBAP 6840 Professional Development *.5 TO 1.5 semester hours*
- MBAP 6850 Ethics and Spirituality in the Workplace *.5 semester hours*

Total: 10.25 semester hours

Total: 56 semester hours

Master in Global Entrepreneurial Management (MGEM) Program

Senior Director, Graduate Business Programs

Dustin Cornwell

Contact Information

Office Location: Conrad N. Hilton Center for Business, Suite 050

Telephone: 310.258.8707

Fax: 310.338.2899

Introduction

The Joint Master in Global Entrepreneurial Management (MGEM), a partnership between three universities, immerses students in cross-cultural aspects of decision making within entrepreneurial firms. This full-time program takes students to Barcelona at IQS School of Management, New Taipei City at Fu Jen Catholic University, and Los Angeles at Loyola Marymount University for a semester each, ensuring a deep understanding of business on a global scale. The MGEM program gives students the skills and tools to expand their view and lead with an entrepreneurial mindset. MGEM program goals include:

- Prepare students to be passionate, ethical and effective global leaders
- Instill multi-cultural fluency by participation in a culturally diverse student cohort, exposure to multi-cultural and multi-lingual faculty and the opportunity to study in Asia, Europe and North America.
- Teach the students the skills necessary to develop a unique idea for a new business or a new product and/or service within an existing firm
- Develop students' analytical, entrepreneurial, and communication skills by advising companies on how to expand their reach into new markets

The program serves students from any major interested in learning more about business and entrepreneurship in cross-cultural, global context. Hence, this is an attractive program for students who want to study business and have a global experience.

Mission Statement

The mission of the Loyola Marymount University College of Business Administration is to advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community. There are distinct opportunities in this program that align with University and College mission. Specifically, the program provides students with international experience on three continents, imparting global perspectives on international business operations and models.

Admission Requirements

Admissions requirements are common among the three partner universities. Based on citizenship status, students are asked to submit their applications to respective university:

- Loyola Marymount University: North America, Latin America (except South America), Middle East, India, Sri Lanka and Oceania.
- IQS School of Management: Europe, Africa and South America.
- Fu Jen Catholic University: Asia (except India and Sri Lanka).

Each university has their own deadlines, application fees and deposit requirements. Students applying to LMU must complete the requirements below. Once an application is complete, applicants will be notified by the CBA Graduate Programs Office within one month. The following items must be received prior to application review.

Application

Complete and submit an online application and pay a \$50 non-refundable application fee.

- **Resume:** You will be required to upload a professional resume.
- **Personal Statement:** You will be required to upload a personal statement highlighting the skills and experiences you bring to the MGEM program, what your short and long-term career goals are and how studying at the program's three schools (IQS in Barcelona, Fu Jen in New Taipei City and LMU in Los Angeles) will help you achieve those goals.

Two Letters of Recommendation

Your letters may be from professional and/or academic references. You will include the contact information for your recommenders in your application, and they will be contacted by LMU to upload their letters directly into your application file.

College/University Transcripts

Provide transcripts for all colleges or universities you have attended. You may upload unofficial transcripts directly into your online application. You should request an official electronic transcript from any institution where you earned a degree. Request that official transcripts be sent via email to graduateadmission@lmu.edu.

Currently, we are unable to process paper transcripts in a timely manner **due to the COVID-19 campus shutdown**. If your university is unable to send an official transcript electronically, please scan and upload a copy of your transcript into your application, or scan and email it as a pdf file to graduateadmission@lmu.edu.

Applicants who have completed their postsecondary education from an institution outside the U.S. must have their transcript from their degree granting institution translated and evaluated by a U.S. transcript evaluation service. Please see our requirements for [International Students](#) for more information.

International Applicants

Students applying through LMU from outside the United States may have additional [admission requirements](#).

Commitment Deposit

Admitted candidates must confirm their commitment to attend and provide a non-refundable deposit of \$1,000. The deposit will be applied to your tuition.

Students may enter the program in Fall semester only.

Attendance in MGEM classes is limited to individuals who have been admitted to the program and registered for the class. Any exceptions to this policy must be approved by the Academic Directors of MGEM.

Proficiency Prerequisites

All students admitted to the MGEM Program must be proficient in spoken and written English, business mathematics, and computer applications. Successful completion of a college-level course in business math or intermediate algebra is required.

Attendance and Residence

Students are expected to be continuously enrolled in the MGEM Program. A Leave of Absence (LOA) may be granted for up to one year at the discretion of the Programs Directors and the Office of the Registrar. If a student needs to request a Leave of Absence, the student must contact the Programs Office 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.

Program Structure

The MGEM program offers courses that are practitioner-oriented and delivered in a sequence that maximizes the unique locations of the three partner schools in Barcelona, Taipei, and Los Angeles. Unlike other study-abroad programs that offer students the option to travel to another continent for one semester, the MGEM cohort travels to a new continent in each of the three semesters; thus, ensuring a deep understanding of how one conducts business on a global scale.

The three partner universities that jointly offer this graduate degree are: IQS (Institut Químic de Sarrià) located in Barcelona, Spain; Fu-Jen University, located in Taipei, Taiwan; and the College of Business Administration at Loyola Marymount University. The program begins with a fall semester at IQS, followed by a winter/spring semester at Fu-Jen, and ends with a summer semester at LMU's campus, located in the heart of Los Angeles' Silicon Beach.

In addition to classroom instruction, students engage with entrepreneurial firms through consulting opportunities in both Europe and the United States. In the classroom, cases and business problems are employed to simulate the tools and skills required to solve real-life problems. In each region students will visit various entrepreneurial companies.

A unique feature of the MGEM program is the cohort's structure. Our diverse student body comes from countries located in the Middle East, Asia, Europe, and the Americas. As a result, most MGEM students develop life-long friendships and build a global network composed of their peers, professors, and successful entrepreneurs.

English is the language of instruction for the entire program; therefore, students' TOEFL or other ESL test scores must meet the required standards. Courses are taught by leading scholars as well as accomplished practitioners.

Academic Honesty

The MGEM Program abides by the LMU Academic Honesty Policies and Procedures. Please refer to the Academic Degree Requirements and Policies section of the University Bulletin for more information.

Incomplete Grades

"I" (Incomplete) indicates that the student has not completed the work for a given course. The student must remove the "I" in order to qualify for graduation. 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.

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.

Academic Advising

An Academic Advisor is available for all MGEM students to assist in navigating through the program curriculum.

Advising is optional, unless a student is on academic probation, in which case the student must be advised prior to registration. MGEM Advisor Holds will be placed on the student's record and not removed until the student has been advised.

Global Entrepreneurial Management, Masters

MGEM Degree Program

To qualify for the Joint Masters in Global Entrepreneurial Management degree, the admitted student must satisfy the requirements of 12 courses. MGEM course descriptions and

prerequisites are listed in the University Bulletin. Course syllabi are available on the MGEM student page on Brightspace.

MGEM Curriculum

The MGEM curriculum is comprised of 12 courses organized in three sessions. These courses represent 36 credit units in the LMU system, 72 ECTS credits in the IQS system, or 51 credit units in the FJU system. Each institution's set of units qualifies as the amount of academic work that each of the three national education systems require for a Master's degree. Specific courses offered and course descriptions are as follows.

Learning Outcomes

- Demonstrate the competence to operate effectively within a multicultural team and manage a diverse workforce to maximize organizational performance
- Apply the professional and ethical responsibilities and skills of a global manager with an entrepreneurial mindset
- Communicate effectively both verbally and in writing, using different media and settings
- Demonstrate and apply cross-cultural competence in different managerial and entrepreneurial settings
- Select and analyze financial information to make effective managerial decisions
- Identify information technology trends and developments and utilize those for effective managerial decision-making.

Curriculum

The MGEM curriculum is comprised of 12 courses organized in three sessions. Specific courses offered and course descriptions are as follows.

The 1st Session (at IQS in Barcelona):

- MGEM 6101 Global Environment and Business Trends *1.5 semester hours*
- MGEM 6102 Technology Appreciation and Intellectual Property Management *3 semester hours*
- MGEM 6103 Common Ground in Corporate Valuation and Accounting *3 semester hours*
- MGEM 6104 Cross-Cultural Management and Ethical Business Practice *3 semester hours*
- MGEM 6105 Consulting Projects *1.5 semester hours*

The 2nd Session (at FJU in Taipei):

- MGEM 6201 Operations Management and Supply Chain Management with a Global Perspective *3 semester hours*
- MGEM 6202 Special Topics in Global Entrepreneurship and Management *1.5 semester hours*
- MGEM 6203 Corporate Finance with a Global Perspective *3 semester hours*
- MGEM 6204 Innovation and Technology Management *3 semester hours*
- MGEM 6205 Entry Barriers and Strategic Alliance *1.5 semester hours*

The 3rd Session (at LMU in Los Angeles):

- MGEM 6301 Cross-Cultural Marketing and Integrated Marketing Communication *3 semester hours*
- MGEM 6302 Business Analytics in the Global Context *3 semester hours*
- MGEM 6303 Social Entrepreneurship *1.5 semester hours*
- MGEM 6304 Venture Capital, Corporate Entrepreneurship, and Micro Financing *3 semester hours*
- MGEM 6305 U.S. Consulting *1.5 semester hours*

Semester Project:

A comprehensive business plan for the product/service, with a formal presentation to potential investors

LMU College of Communication and Fine Arts

Administration

Dean: Bryant Keith Alexander
Associate Dean: Michele Hammers
Assistant Dean: Elaine P. Walker

Mission of the College

Grounded in and sustained by a significant commitment to an excellent liberal education, the LMU 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) and Performance Pedagogy 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 (Dance, Music, Studio Arts, Theatre Arts):

1. 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.

124 semester hours are required for graduation with the following distribution (Art History, Communication Studies)

1. 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 is granted in limited cases based on a series of discipline-based requirements. In all cases a student must have:

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.
4. The signature of the Dean(s) of the College(s) where coursework resides.

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: Damon Willick (Art History Chair), Saeri Cho Dobson (Studio Arts Chair)

Professors: Michael Brodsky, Jane Brucker, Han Dai-Yu, Saeri Cho Dobson, Rudolf Fleck, Dmitry Kemell, Garland P. Kirkpatrick, Teresa I. Lenihan, Diane M. Meyer, Kirstin J. Noreen, Rev. Michael R. Tang, Damon Willick

Associate Professor: Melody N. Rodari

Assistant Professors: Amanda Herring

Clinical Assistant Professors: Masaru (Macha) Suzuki, Selwa Sweidan

Artist-in-Residence Clinical Assistant Professor: William Pupa

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.

Bachelors

Art History, B.A.

The major in Art History is designed to increase the student's understanding of the meaning and purpose of the visual arts across cultures and time. 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, theoretical, 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.

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.

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:

ARHS 2000, ARHS 2002, ARHS 2004, and one lower division Studio Arts course.

Upper Division Requirements:

A total of a minimum of 24 semester hours of upper division courses, including:

- At least 2 non-Western Art History classes (minimum of 3 semester hours per class) from the following listings: ARHS 33xx or ARHS 43xx
- At least 3 additional Art History classes (minimum of 3 semester hours per class). It is recommended that students select coursework with an advisor to ensure geographic and chronological breadth of subject matter.
- ARHS 4800

Required:

A total number of 39 semester hours for the Art History major. To meet the total number of required semester hours, students may need to take additional upper division art history electives.

A minimum cumulative GPA of 2.0 (C) must be obtained in the major requirements.

A minimum cumulative GPA of 2.5 is required for changing a major into the department.

Highly Recommended:

One full year of college-level foreign language (French or German recommended if considering graduate school).

Art History Model Four-Year Plan

Freshman Year

Fall Semester

- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Sophomore Year

Fall Semester

- ARHS 2004 Modernism *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- ARHS Upper Division *4 semester hours*
- Lower Division ART Elective *3 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-15 semester hours

Junior Year

Fall Semester

- ARHS 4800 Junior/Senior Seminar in Art History *4 semester hours* or
 - - ARHS Upper Division *4 semester hours*
 - - ARHS Upper Division - Non-Western *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective (Language Recommended) *4 semester hours*

Total: 15-16 semester hours

Spring Semester

- ARHS Upper Division - Non-Western *4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective (Language Recommended) *4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- ARHS 4800 Junior/Senior Seminar in Art History *4 semester hours* or
 - - ARHS Upper Division *4 semester hours*
- - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- ARHS Upper Division *4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 13-16 semester hours

Note:

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Studio Arts, B.A.

Description and Goal

The B.A. in Studio Arts provides a broad conceptual and formal foundation in the fundamental principles of art design and technology within a liberal arts education.

Students develop visual and cultural literacies through: Individual artistic, creative, and theoretical exploration; Art-historical, exhibition-oriented, and curatorial endeavors; Interdisciplinary and entrepreneurial engagements; a social justice oriented lens.

Using the creative landscape of Los Angeles, the programs in studio arts provide a student-focused art and design education which prepares them for careers and/or graduate studies in the fine arts, graphic design, multimedia arts, and art education disciplines.

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.

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.

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.

Required:

- A minimum cumulative GPA of 2.0 (C) must be obtained in the major requirements.

- A minimum cumulative GPA of 2.5 or the Consent of the Chair is required for changing a major into the department.

Art Education Emphasis (ARTE)

The Art Education Emphasis is designed to create reflective, informed, caring, and capable artists who are skilled in using interpersonal and creative tools for a career in education or other related careers. Students interested in teaching the visual arts in public secondary schools and 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), the requirements for a minor in Education (EDUC), and the requirements for a single subject credential in Art (SECR). With the help of their advisors, students can carefully design a schedule to complete this credential 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. This art education program is offered in collaboration with the School of Education and is considered a waiver to the CSET in Art exam, a credential requirement that demonstrates subject matter competency in fine arts. The LMU Secondary Teacher Preparation Program in Art is approved by the California Commission on Teacher Credentialing. Along with this undergraduate credential pathway, ARTE is also an excellent foundation for students interested in going on to graduate studies in education or art education, and related fields such as art therapy, museum education, social practice, and arts management.

Core Requirements

Consult with the Director of Art Education for Core recommendations. A student pursuing a teaching credential should take POLS 1200 U.S. Politics that fulfills the Constitution requirement and the Understanding Human Behavior Core requirement.

Lower Division Requirements

27 semester hours of lower division courses:

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- ART 255 Field Experience in Art *0 semester hours*
- ART 257 Painting I *3 semester hours*
- ART 260 Computer Graphics I *3 semester hours*
- ART 275 Three-Dimensional Design *3 semester hours*
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
-
- Foundation Studio Arts focus: *3 semester hours*
- ART 154 Drawing II: Figure Drawing *3 semester hours* or
- ART 278 Ceramics I: Earth and Art *3 semester hours* or
- ART 280 Photography I *3 semester hours* or

- ART 285 Introduction to Printmaking *3 semester hours*

Recommended Course

- ART 210 Portfolio Workshop in Studio Arts *1 semester hours*

Upper Division Requirements

29 semester hours of upper division courses:

- ART 355 Experiencing Art and Social Justice *3 semester hours*
-
- ART 396 Design Praxis: Professional Practices in Design *3 semester hours* or
- ART 397 Professional Practices in Fine Arts *3 semester hours*
-
- ART 455 Methods in Teaching Secondary Art *3 semester hours* (see EDES 517)
-
- ART 490 Senior Design Thesis *3 semester hours* or
- ART 497 Senior Thesis in Fine Arts *3 semester hours*
-
- - 9 semester hours of Upper Division ART Electives *
- ARHS 4630 Contemporary Art *4 semester hours*

A Non-Western Art History Course

Choose one class from:

- ARHS 3311 Pre-Columbian Art *4 semester hours*
- ARHS 3331 Arts of Africa *4 semester hours*
- ARHS 3341 Arts of Islam *4 semester hours*
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours*
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours*
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours*
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours*
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours*
- ARHS 4998 Special Studies *1 TO 4 semester hours* (if a non-Western topic is to be studied)

Note:

***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.

Art Education Emphasis Model Four-Year Plan

Freshman Year

Fall Semester

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 14-15 semester hours

Spring Semester

- ART 154 Drawing II: Figure Drawing *3 semester hours* (Studio Arts Focus Lower Division) or
- ART 278 Ceramics I: Earth and Art *3 semester hours* (Studio Arts Focus Lower Division) or
- ART 280 Photography I *3 semester hours* (Studio Arts Focus Lower Division) or
- ART 285 Introduction to Printmaking *3 semester hours* (Studio Arts Focus Lower Division)
-
- ART 210 Portfolio Workshop in Studio Arts *1 semester hours* (recommended)
- ART 260 Computer Graphics I *3 semester hours*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 14-15 semester hours

Sophomore Year

Fall Semester

- ART 255 Field Experience in Art *0 semester hours*
- ART 257 Painting I *3 semester hours*
- ART 275 Three-Dimensional Design *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- ART Upper Division - Intermediate Studio Arts Focus *3 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 15-19 semester hours

Junior Year

Fall Semester

- ART 396 Design Praxis: Professional Practices in Design *3 semester hours* or
- ART 397 Professional Practices in Fine Arts *3 semester hours*
- -
 - ART Upper Division Elective *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- ART 355 Experiencing Art and Social Justice *3 semester hours*
- - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-19 semester hours

Senior Year

Fall Semester

- ART 455 Methods in Teaching Secondary Art *3 semester hours* (see EDES 517)
- - ART Upper Division - Advanced Studio Arts Focus *3 semester hours*
- ARHS 4630 Contemporary Art *4 semester hours*
- -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- ART 490 Senior Design Thesis *3 semester hours* * or
- ART 497 Senior Thesis in Fine Arts *3 semester hours*
-
- ARHS 3311 Pre-Columbian Art *4 semester hours* or
- ARHS 3331 Arts of Africa *4 semester hours* or
- ARHS 3341 Arts of Islam *4 semester hours* or
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours* or
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours* or
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours* or
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours* or
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours* or
- ARHS 4998 Special Studies *1 TO 4 semester hours* (if a non-Western topic is studied)
- -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-19 semester hours

Notes:

* Students following the Art Education Emphasis with a Studio Arts Focus in Design must complete all prerequisites before enrolling in ART 490.

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 is also recommended. Consult the Study Abroad Office.

Art Education Emphasis with a minor in Secondary Education and a California Single Subject Teaching Credential in Art

Secondary Teacher Preparation in Art

The Secondary Teacher Preparation Program (STPP) for Art is designed for students who anticipate teaching Art in grades 6-8 or 9-12. Because of all the rigorous standards set by the State of California for teaching 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 major in Studio Arts (STAR) with an Emphasis in Art Education (ARTE), the University's Core Curriculum requirements, the Secondary Teacher Preparation Program for Art, and the School of Education credential requirements in four years.

Secondary Teacher Preparation Program in Art 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 POLS 1200 U.S. Politics that fulfills the Constitution requirement and the Understanding Human Behavior Core requirement.

Lower Division Requirements

26 semester hours of lower division courses:

- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- ART 255 Field Experience in Art *0 semester hours*
- ART 257 Painting I *3 semester hours*
- ART 260 Computer Graphics I *3 semester hours*
- ART 275 Three-Dimensional Design *3 semester hours*
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
-
- ART 154 Drawing II: Figure Drawing *3 semester hours* or
- ART 278 Ceramics I: Earth and Art *3 semester hours* or
- ART 280 Photography I *3 semester hours* or
- ART 285 Introduction to Printmaking *3 semester hours* as the foundation for the Studio Arts Focus.

Recommended Courses

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 210 Portfolio Workshop in Studio Arts *1 semester hours*

Upper Division Requirements

29 semester hours of upper division courses:

- ART 355 Experiencing Art and Social Justice *3 semester hours*
-
- ART 396 Design Praxis: Professional Practices in Design *3 semester hours* or
- ART 397 Professional Practices in Fine Arts *3 semester hours*
-
- ART 455 Methods in Teaching Secondary Art *3 semester hours* (see EDES 517)
-
- ART 490 Senior Design Thesis *3 semester hours* or
- ART 497 Senior Thesis in Fine Arts *3 semester hours* (must take for 3 semester hours)

- - - 9 semester hours of upper division ART electives*
- ARHS 4630 Contemporary Art *4 semester hours*

And an upper division non-Western Art History

- ARHS 3311 Pre-Columbian Art *4 semester hours* or
- ARHS 3331 Arts of Africa *4 semester hours* or
- ARHS 3341 Arts of Islam *4 semester hours* or
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours* or
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours* or
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours* or
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours* or
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours* or
- - any non-Western ARHS 4998 course (if a non-Western topic is to be studied)

Note:

***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.

School of Education Requirements

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 517 Secondary Content Methodology for Teaching Art *3 semester hours* (see ART 455)
- EDES 519 Clinical Supervision 1 *1 semester hours*
- EDES 532 Secondary Clinical Supervision 2 *1 semester hours*
- EDES 533 Secondary Clinical Supervision 3 *1 semester hours*

School of Education Credential Requirements (Non-Degree Requirements):

Students fulfill the Single Subject student teaching requirement for the preliminary teaching credential by completing 3 semester hours of EDES 518 Secondary Teaching Seminar and 2-5 semester hours of EDES 534 Secondary Clinical Supervision 4, which are applied toward both the semester hour requirement for the baccalaureate degree in Art and the requirements for the

preliminary credential within the state of California. Student teaching is met through elective units taken as EDES 518 Secondary Teaching Seminar and EDES 534 Secondary Clinical Supervision 4.

Advising

Students should consult with the **Director of Art Education**, Terry Lenihan at tlenihan@lmu.edu to sign up for the program and to discuss their course of study, especially their Art courses.

The Center for Undergraduate Teacher Preparation (CUTP) is also available to assist students interested in teaching careers in elementary, secondary, bilingual, and special education. Students interested in a career in teaching should consult with the CUTP Director to discuss their options. All students in the teacher preparation pipeline work with a dedicated CUTP advisor for all education coursework. CUTP has a library of information and advice for prospective teachers as well as sponsors several informational sessions every year. CUTP is located in UNH 3346. Please contact cutp@lmu.edu for more information.

School of Education Admission:

Students interested in adding a preliminary credential in Art must apply for admission to the School of Education to formally add the preliminary credential to their program. Students should work with the STPP Director and their advisor in CUTP to determine when to apply. Instructions on this process can also be found here: [Undergraduate Teacher Preparation--Secondary Education](#).

Art Education Emphasis with State of California Single Subject Teaching Credential in Art Model Four-Year Plan

Freshman Year

Fall Semester

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 14-15 semester hours

Spring Semester

- ART 154 Drawing II: Figure Drawing *3 semester hours* Studio Arts Focus Lower Division or
- ART 278 Ceramics I: Earth and Art *3 semester hours* Studio Arts Focus Lower Division or
- ART 280 Photography I *3 semester hours* Studio Arts Focus Lower Division or
- ART 285 Introduction to Printmaking *3 semester hours* Studio Arts Focus Lower Division
-
- ART 210 Portfolio Workshop in Studio Arts *1 semester hours* (recommended)
- ART 260 Computer Graphics I *3 semester hours*

- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 14-15 semester hours

Sophomore Year

Fall Semester

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- ART 255 Field Experience in Art *0 semester hours*
- ART 257 Painting I *3 semester hours*
- ART 275 Three-Dimensional Design *3 semester hours*
- - University Core *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- - ART Upper Division--Intermediate Studio Arts Focus *3 semester hours*
-
- ARHS 3341 Arts of Islam *4 semester hours* or
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours* or
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours* or
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours* or
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours* or
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours* or
- - Any non-Western ARHS 4998 course *4 semester hours*
-
- - University Core *3-4 semester hours*

Total: 16-17 semester hours

Junior Year

Fall Semester

- ART 396 Design Praxis: Professional Practices in Design *3 semester hours* * or
- ART 397 Professional Practices in Fine Arts *3 semester hours*
-
- - ART Upper Division Elective *3 semester hours*
-
- - University Core *3-4 semester hours*

- - University Core *3-4 semester hours*

Total: 12-14 semester hours

Spring Semester

- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
- ART 355 Experiencing Art and Social Justice *3 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 15-18 semester hours

Senior Year

Fall Semester

- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 519 Clinical Supervision 1 *1 semester hours*
- EDES 532 Secondary Clinical Supervision 2 *1 semester hours*
- ART 455 Methods in Teaching Secondary Art *3 semester hours* (see EDES 517)
 - - ART Upper Division - Advanced Studio Arts Focus *3 semester hours*
- ARHS 4630 Contemporary Art *4 semester hours*

Total: 15 semester hours

Spring Semester

- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 518 Secondary Teaching Seminar *3 semester hours*
- EDES 533 Secondary Clinical Supervision 3 *1 semester hours*
- EDES 534 Secondary Clinical Supervision 4 *2 TO 5 semester hours*
- - ART 490 Senior Design Thesis *3 semester hours* * or
 - ART 497 Senior Thesis in Fine Arts *3 semester hours*

Total: 12-15 semester hours

Note:

* Students following the Art Education Emphasis with a Studio Arts Focus in Design must complete all prerequisites prior to enrolling in ART 490.

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.

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 ensure 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 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- ART 260 Computer Graphics I *3 semester hours*
-
- ART 275 Three-Dimensional Design *3 semester hours* or
- ART 276 Ceramic Sculpture *3 semester hours*
-
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours* or
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
-
- ARHS 2004 Modernism *4 semester hours*

And 6 semester hours from one of the concentrations listed below.

Ceramics:

- ART 276 Ceramic Sculpture *3 semester hours*
- ART 278 Ceramics I: Earth and Art *3 semester hours*

Drawing/Painting:

- ART 154 Drawing II: Figure Drawing *3 semester hours*
- ART 257 Painting I *3 semester hours*

Photography:

- ART 280 Photography I *3 semester hours*
- ART 285 Introduction to Printmaking *3 semester hours*

Printmaking:

- ART 154 Drawing II: Figure Drawing *3 semester hours*
- ART 285 Introduction to Printmaking *3 semester hours*

Upper Division Requirements:

28 semester hours of upper division courses:

12 semester hours from one of the concentrations listed below

Ceramics:

- ART 370 Beginning Wheel Throwing *3 semester hours*
- ART 371 Advanced Wheel Throwing *1 TO 3 semester hours*

- ART 378 Drawing and Clay *3 semester hours*
- ART 478 Ceramics Workshop *3 semester hours*

Drawing/Painting:

Choose from

- ART 300 Figure Drawing Workshop *1 semester hours*
- ART 310 Drawing Workshop *1 semester hours*
- ART 332 Eastern Immersion *3 semester hours*
- ART 333 Visualizing Literature *3 semester hours*
- ART 334 Animal Drawing *3 semester hours*
- ART 335 Constructing Perspective and Geometry *3 semester hours*
- ART 352 Principles of Color *3 semester hours*
- ART 356 Painting II *3 semester hours*
- ART 358 Painting III *3 semester hours*
- ART 378 Drawing and Clay *3 semester hours*
- ART 398 Special Studies 1 TO *3 semester hours*
- ART 453 Drawing III: Formal Issues *3 semester hours*
- ART 454 Drawing IV: Figure Composition *3 semester hours*

Recommended:

- ART 385 Relief Printmaking *3 semester hours*
- ART 386 Etching Printmaking *3 semester hours*
- ART 389 Lithography Printmaking *3 semester hours*

Photography:

- ART 379 Special Topics in Photography *3 semester hours* (can be taken up to four times for credit)
- ART 380 Photography II *3 semester hours*
- ART 480 Color Photography *3 semester hours*
- ARHS 3540 Social and Aesthetic History of Photography *3 semester hours*

Recommended:

- ART 382 Digital Photography *3 semester hours*

Printmaking:

- ART 485 Advanced Printmaking *1 TO 3 semester hours*

Choose 3 courses from:

- ART 385 Relief Printmaking *3 semester hours*
- ART 386 Etching Printmaking *3 semester hours*
- ART 387 Silkscreen Printmaking *3 semester hours*
- ART 389 Lithography Printmaking *3 semester hours*

Recommended:

- ART 453 Drawing III: Formal Issues *3 semester hours*
- ART 368 Typography I *3 semester hours*
-
- ART 380 Photography II *3 semester hours* or
- ART 382 Digital Photography *3 semester hours*

Fine Arts Emphasis 6 semester hours of ART electives

An additional 6 semester hours

- ART 397 Professional Practices in Fine Arts *3 semester hours*
- ART 497 Senior Thesis in Fine Arts *3 semester hours*

And an upper division non-Western Art History

- ARHS 3311 Pre-Columbian Art *4 semester hours* or
- ARHS 3331 Arts of Africa *4 semester hours* or
- ARHS 3341 Arts of Islam *4 semester hours* or
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours* or
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours* or
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours* or
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours* or
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours* or
- - any non-Western ARHS 4998 course (if a non-Western topic is to be studied)

Fine Arts Emphasis Model Four-Year Plan

Freshman Year

Fall Semester

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-15 semester hours

Spring Semester

- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours or*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
-
- ART 260 Computer Graphics I *3 semester hours or*
- ART 275 Three-Dimensional Design *3 semester hours or*
- ART 276 Ceramic Sculpture *3 semester hours*
-
- ART 210 Portfolio Workshop in Studio Arts *1 semester hours (Recommended)*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 17-20 semester hours

Sophomore Year

Fall Semester

- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours* or
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
-
- ART 260 Computer Graphics I *3 semester hours* or
- ART 275 Three-Dimensional Design *3 semester hours* or
- ART 276 Ceramic Sculpture *3 semester hours*
-
-
- ART Concentration Lower Division *3 semester hours*
-
- University Core *3-4 semester hours*

Total: 13-14 semester hours

Spring Semester

- ARHS 2004 Modernism *4 semester hours*
-
- ART Concentration Lower Division *3 semester hours*
-
- University Core *3-4 semester hours*
-
- Elective *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 16-19 semester hours

Junior Year

Fall Semester

- ARHS 3311 Pre-Columbian Art *4 semester hours*
- ARHS 3331 Arts of Africa *4 semester hours* or
- ARHS 3341 Arts of Islam *4 semester hours* or
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours* or
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours* or

- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours* or
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours* or
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours* or
- ARHS 4998 Special Studies *1 TO 4 semester hours* (if a non-Western topic is to be studied)
-
- ART 397 Professional Practices in Fine Arts *3 semester hours*
 -
 - ART Concentration Upper Division *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- ART Concentration Upper Division *3 semester hours*
- ART Concentration Upper Division for Ceramics, Drawing/Painting, Photography *3 semester hours* or
- ART Elective Upper Division for Printmaking *3 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 15-18 semester hours

Senior Year

Fall Semester

- ART Elective Upper Division *3 semester hours*
- ART Concentration Upper Division for Ceramics, Photography, Printmaking *3 semester hours* or
- ART Elective Upper Division for Drawing/Painting *3 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- ART 497 Senior Thesis in Fine Arts *3 semester hours* (3 semester hours required)
- - - ART Concentration Upper Division for Drawing/Painting, Printmaking *3 semester hours* or
 - - ART Elective Upper Division for Ceramics, Photography *3 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 12-14 semester hours

Note:

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Graphic Design Emphasis (GRPH)

Designers shape the way we see and understand the world by giving form to the objects, communications, and environments that make up our everyday experiences.

Through typography, image making, and visual storytelling, designers visualize the issues that permeate our society, and pose innovative solutions with the potential to affect change on a local, national, and global scale. At LMU, Graphic Design is integral to the liberal arts experience. We cultivate difference-makers who identify and explore the most pressing problems of our world. We believe the greatest potential for graphic design goes far beyond its history of service to consumerism. The ubiquity of design and its potential to transform our world has never been greater. As electronic media rapidly evolves, so does Design's ability to influence the quality of our lives. LMU's graphic designers take a compassionate approach, promoting social justice and realizing societal change through social discourse and entrepreneurship.

Major Requirements

Lower Division Requirements:

26 semester hours of lower division courses:

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 153 Drawing I *3 semester hours*
-
- ART 154 Drawing II: Figure Drawing *3 semester hours* or

- ART 257 Painting I *3 semester hours*
-
- ART 160 Two-Dimensional Design *3 semester hours*
- ART 260 Computer Graphics I *3 semester hours*
-
- ART 275 Three-Dimensional Design *3 semester hours* or
- ART 276 Ceramic Sculpture *3 semester hours*
-
- ART 280 Photography I *3 semester hours*
-
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours* or
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours* or
- ARHS 2004 Modernism *4 semester hours*
-
- ARHS 2510 Social Design *3 semester hours*

Upper Division Requirements:

34 semester hours of upper division courses:

- ART 302 Design: Concept to Form *3 semester hours*
- ART 303 Experimental Typography *3 semester hours*
- ART 360 Graphic Design I *3 semester hours*
- ART 368 Typography I *3 semester hours*
- ART 460 Graphic Design II *3 semester hours*
- ART 468 Typography II *3 semester hours*
- ART 490 Senior Design Thesis *3 semester hours*
- ARHS 3560 History of Design *3 semester hours*
-
-
- and two courses from either **A. Intensive Professional Track** or **B. Interdisciplinary Track** (see below)

And one upper division non-Western Art History

- ARHS 3311 Pre-Columbian Art *4 semester hours* or
- ARHS 3331 Arts of Africa *4 semester hours* or
- ARHS 3341 Arts of Islam *4 semester hours* or
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours* or
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours* or
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours* or
- ARHS 4305 Arts of Southeast Asia: A Critical Survey *4 semester hours* or
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours* or
- ARHS 4998 Special Studies *1 TO 4 semester hours* (if a non-Western topic is to be studied)

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 362 Creative Direction *3 semester hours*
- ART 367 Online Computer Arts *3 semester hours*
- ART 374 Motion Graphics *3 semester hours*
- ART 395 Design Entrepreneurship *3 semester hours*
- ART 396 Design Praxis: Professional Practices in Design *3 semester hours*
- ART 495 Advanced Studio Studies *1 TO 3 semester hours*

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 Experiencing Art and Social Justice *3 semester hours*
- ART 366 Multimedia Narratives *3 semester hours*
- ART 382 Digital Photography *3 semester hours*
- ART 453 Drawing III: Formal Issues *3 semester hours*
- ART 480 Color Photography *3 semester hours*
- ART 495 Advanced Studio Studies *1 TO 3 semester hours*

Graphic Design Emphasis Model Four-Year Plan

Freshman Year

Fall Semester

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-15 semester hours

Spring Semester

- ART 154 Drawing II: Figure Drawing *3 semester hours* or
- ART 257 Painting I *3 semester hours*
-
- ART 210 Portfolio Workshop in Studio Arts *1 semester hours* (recommended)
-
- ART 260 Computer Graphics I *3 semester hours* or
 -
 - Elective *3-4 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 16-20 semester hours

Sophomore Year

Fall Semester

- ART 260 Computer Graphics I *3 semester hours* or
 -
 - Elective *3-4 semester hours*
-
- ART 275 Three-Dimensional Design *3 semester hours* or
- ART 276 Ceramic Sculpture *3 semester hours*
-
- ARHS 2510 Social Design *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- ART 280 Photography I *3 semester hours*
- ART 368 Typography I *3 semester hours*
-
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours* or
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours* or
- ARHS 2004 Modernism *4 semester hours*
-
-
- University Core *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 16-18 semester hours

Junior Year

Fall Semester

- ART 302 Design: Concept to Form *3 semester hours*
-
- ART 360 Graphic Design I *3 semester hours* or
- ART 468 Typography II *3 semester hours*
-
- ARHS 3560 History of Design *3 semester hours* or
-
- Elective *3-4 semester hours*
-
-
- Elective *3-4 semester hours*
-
- University Core *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- ART 360 Graphic Design I *3 semester hours* or
- ART 468 Typography II *3 semester hours*
-
-
- ART Elective from Professional or Interdisciplinary Track *3 semester hours* or

- - Elective *3-4 semester hours*
- - - Elective *3-4 semester hours*
 - ARHS 3560 History of Design *3 semester hours* or
 - - Elective *3-4 semester hours*
- - - University Core *3-4 semester hours*

Total: 15-19 semester hours

Senior Year

Fall Semester

- ART 460 Graphic Design II *3 semester hours*
 - - University Core *3-4 semester hours*
- - - Elective *3-4 semester hours*
 - - ART Elective from Professional or Interdisciplinary Track *3 semester hours*

And choose one upper division non-Western Art History from:

- ARHS 3311 Pre-Columbian Art *4 semester hours* or
- ARHS 3331 Arts of Africa *4 semester hours* or
- ARHS 3341 Arts of Islam *4 semester hours* or
- ARHS 3351 Arts of Asia: Highlights and Treasures *4 semester hours* or
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours* or
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours* or
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours* or
- ARHS 4998 Special Studies *1 TO 4 semester hours* (if a non-Western topic is to be studied)

Total: 13-15 semester hours

Spring Semester

- ART 490 Senior Design Thesis *3 semester hours*
- ART 303 Experimental Typography *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-18 semester hours

Note:

This represents a typical schedule. Actual course sequence and selection must be planned in consultation with an advisor.

Multimedia Arts Emphasis (MTMA)

Students who elect a Multimedia emphasis are interested in a future of authoring and designing in a world of new media and emerging technologies. Courses are designed as dynamic portals into the areas of digital imaging and photography, interaction design and online experiences, motion graphics design, 3D scenarios, as well as audio-video production. The career outlook for multimedia arts students at Loyola Marymount University is very encouraging. The Multimedia Internship that students are required to take provides real-world experience with galleries, agencies, and production studios. Multimedia Arts students have the opportunity to hone in their creative and professional interests while having the flexibility of concentrating in the following areas: TEXT, IMAGE, SOUND, or MOTION.

Major Requirements

Lower Division Requirements:

23-25 semester hours of lower division courses:

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- ART 182 Programming for Creative Applications *3 semester hours*
- ART 260 Computer Graphics I *3 semester hours*
- ARHS 2004 Modernism *4 semester hours*
- ARHS 2540 Multimedia Art Survey *3 semester hours*

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 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
- ENGL 2201 Genres: Poetry *4 semester hours*
- ENGL 2202 Genres: Fiction *4 semester hours*
- SCWR 220 Feature Story Development *3 semester hours*

Image:

- ART 153 Drawing I *3 semester hours*
- ART 154 Drawing II: Figure Drawing *3 semester hours*
- ART 257 Painting I *3 semester hours*
- ART 280 Photography I *3 semester hours*
- PROD 180 Pre-Production *3 semester hours*
- PROD 200 Introduction to Film Production: Making the Short Film *3 semester hours*
- PROD 330 Media Innovation: Small Format Video and the Web *3 semester hours*
- PROD 250 Writing, Producing, and Directing Episodic Television *3 semester hours*

Sound:

- MUSC 102 Enjoyment of Music *3 semester hours*
- MUSC 104 Fundamentals of Music *3 semester hours*
- MUSC 105 The Vocal Experience *3 semester hours*
- MUSC 106 The Guitar Experience *3 semester hours*
- MUSC 107 The Piano Experience *3 semester hours*
- RECA 250 Sound Design *3 semester hours*
- THEA 110 Beginning Acting *3 semester hours*
- THEA 210 Scene Study and Presentation *3 semester hours*

Motion:

- ANIM 120 Beginning Animation Workshop *3 semester hours*
- ANIM 220 Intermediate Animation Workshop *3 semester hours*
- ANIM 230 Introduction to 3D Computer Animation *3 semester hours*
- ANIM 250 Introduction to Interactive Animation *3 semester hours*
- DANC 160 Fundamentals of Dance Composition I: The Choreographic Process *3 semester hours*
- DANC 163 Introduction to Choreography *3 semester hours*
- PROD 180 Pre-Production *3 semester hours*
- PROD 200 Introduction to Film Production: Making the Short Film *3 semester hours*
- PROD 330 Media Innovation: Small Format Video and the Web *3 semester hours*
- PROD 250 Writing, Producing, and Directing Episodic Television *3 semester hours*

Upper Division Requirements:

33-34 semester hours of upper division courses:

- ART 363 3D Digital Toolbox *3 semester hours*
- ART 366 Multimedia Narratives *3 semester hours*
- ART 367 Online Computer Arts *3 semester hours*
- ART 368 Typography I *3 semester hours*
- ART 374 Motion Graphics *3 semester hours*
- ART 382 Digital Photography *3 semester hours*
- ART 383 Advanced Multimedia *3 semester hours*
- ART 494 Multimedia Internship *3 semester hours*
-
- ARHS 3540 Social and Aesthetic History of Photography *3 semester hours* or
- ARHS 3560 History of Design *3 semester hours* or
- ARHS 4630 Contemporary Art *4 semester hours*

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 3540 Social and Aesthetic History of Photography *3 semester hours*
- ARHS 4640 Modern and Contemporary Art Criticism *4 semester hours*
- ARHS 3560 History of Design *3 semester hours*
- ART 303 Experimental Typography *3 semester hours*
- ART 360 Graphic Design I *3 semester hours*
- ART 362 Creative Direction *3 semester hours*
- ENGL 4411 Fiction Writing Workshop: Narrative and Style *4 semester hours*
- ENGL 4412 Poetry Writing Workshop: Imagination *4 semester hours*
- SCWR 320 Feature Screenplay: Writing the First Draft *3 semester hours*
- THEA 400 Playwriting *3 semester hours*

Image:

- ART 303 Experimental Typography *3 semester hours*
- ART 356 Painting II *3 semester hours*
- ART 360 Graphic Design I *3 semester hours*
- ART 362 Creative Direction *3 semester hours*
- ART 380 Photography II *3 semester hours*
-
- ART 453 Drawing III: Formal Issues *3 semester hours* or
- ART 454 Drawing IV: Figure Composition *3 semester hours*
-
- ART 480 Color Photography *3 semester hours*
- PROD 341 Cinematography I *3 semester hours*
- PROD 366 Post-Production I *3 semester hours*

Sound:

- MUSC 303 Introduction to World Music Cultures *3 semester hours*
- MUSC 304 Topics in World Music Cultures *3 semester hours*
- RECA 393 Movie Music *3 semester hours*
- RECA 398 Special Studies *1 TO 3 semester hours*
- RECA 468 Advanced Post-Production Sound *3 semester hours*
- RECA 498 Special Studies *1 TO 3 semester hours*
- THEA 312 Voice Development *3 semester hours*

Motion:

- ANIM 310 Intermediate Storyboard *3 semester hours*
- ANIM 320 Mechanics of Animation *3 semester hours*
- ANIM 330 Intermediate 3D Computer Animation *3 semester hours*
- ANIM 450 Advanced Interactive Animation *3 semester hours*
- ANIM 352 Game Design *3 semester hours*
- ANIM 360 Character Design *3 semester hours*
- ANIM 370 Character Animation *3 semester hours*
- ANIM 380 Visual Effects Compositing *3 semester hours*
- DANC 282 I Am, Therefore I Dance: Dance, Culture, and Society *3 semester hours*
- DANC 397 Dance in Its Cultural Context *0 TO 2 semester hours*
- PROD 341 Cinematography I *3 semester hours*
- PROD 366 Post-Production I *3 semester hours*

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

- ART 110 Freshman Workshop in Studio Arts *1 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*
- ART 210 Portfolio Workshop in Studio Arts *1 semester hours* (Recommended)

Total: 13-17 semester hours

Sophomore Year

Fall Semester

- ART 260 Computer Graphics I *3 semester hours*
- ART 182 Programming for Creative Applications *3 semester hours*
- ARHS 2004 Modernism *4 semester hours*
 - - Concentration (Lower Division) *3 semester hours*
 - - University Core *3-4 semester hours*

Total: 16-17 semester hours

Spring Semester

- ARHS 2540 Multimedia Art Survey *3 semester hours*
 - - Concentration (Lower Division) *3 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-18 semester hours

Junior Year

Fall Semester

- ART 366 Multimedia Narratives *3 semester hours*
- ART 368 Typography I *3 semester hours*
-
- ARHS 3540 Social and Aesthetic History of Photography *3 semester hours* or
- ARHS 3560 History of Design *3 semester hours* or
- ARHS 4630 Contemporary Art *4 semester hours*
- - - Concentration (Upper Division) *3 semester hours*
 -

- University Core *3-4 semester hours*

Total: 15-17 semester hours

Spring Semester

- ART 374 Motion Graphics *3 semester hours*
- ART 382 Digital Photography *3 semester hours*
 - - Concentration (Upper Division) *3 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-17 semester hours

Senior Year

Fall Semester

- ART 363 3D Digital Toolbox *3 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-19 semester hours

Spring Semester

- ART 367 Online Computer Arts *3 semester hours*
- ART 383 Advanced Multimedia *3 semester hours*
- ART 494 Multimedia Internship *3 semester hours*
 - - Elective *3-4 semester hours*
 -

- Elective *3-4 semester hours*

Total: 15-17 semester hours

Note:

This schedule is typical. The sequence and choices of courses must be decided in consultation with an advisor.

Minor

Art History Minor

Minor Requirements (ARHS)

20 semester hours, including:

- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
- ARHS 2004 Modernism *4 semester hours*
 - - At least 2 upper division Art History courses selected under the direction of an advisor in the department.

Required:

A total number of 20 semester hours is required for the Art History minor. To meet the total number of required semester hours, students may need to take an additional upper division art history elective.

Recommended:

- ARHS 4800 Junior/Senior Seminar in Art History *4 semester hours*
 - - Upper Division ARHS course in non-Western Art (ARHS 33xx or ARHS 43xx) *4 semester hours*

Studio Arts Minor

Minor Requirements

18 semester hours:

- ART 153 Drawing I *3 semester hours* or

- ART 160 Two-Dimensional Design 3 semester hours
- -
 - 15 semester hours of Studio Arts electives with at least 6 semester hours in upper division courses.

For Animation Majors

- ART 153 Drawing I 3 semester hours and
- ART 154 Drawing II: Figure Drawing 3 semester hours
 -
 - 12 semester hours of Studio Arts electives with at least 6 semester hours in upper division courses

Communication Studies

Faculty

Chairperson: Craig O. Rich

Professors: Bryant Keith Alexander, Paige Pettyjohn Edley, Michele L. Hammers, Dean Scheibel

Associate Professors: Christopher J. Finlay, Nina Maria Lozano, Patricia Oliver, Kyra L. Pearson, Craig O. Rich

Assistant Professors: Shaun M. Anderson, Jason Leigh Jarvis, Meng Li, Allison Noyes

Clinical Professors: Judy Battaglia, James Bunker, Matthew Dewey, Thomas Dowd, Kathleen Norris

Instructors: Rebecca Avalos, Corrina Laughlin

Mission

The Communication Studies Department provides students from across the LMU community with the communication competencies necessary to pursue their personal, professional, and civic goals. Our faculty and students examine how messages and meanings are produced, interpreted, and consumed. In particular, our program rigorously engages the following:

- The production and evaluation of communication messages,
- The role of communication in shaping the performance of identity and community,
- The processes and technologies by which people relate to and collaborate with each other, and
- The importance of principled advocacy across our personal, professional, and public lives.

Throughout all aspects of our program, we encourage self-reflection and critical engagement with disciplinary subject matter and contemporary social and political events at the local and global level. We encourage our students and faculty to nurture personal habits of lifelong learning and service.

In addition, our students and faculty produce scholarship that advances our knowledge of human communication, enhances the quality of public deliberation, and bridges the gap between our curriculum and real world experiences. To serve these goals, the Communication Studies Department creates an environment where students and faculty pursue scholarship, community engagement, and leadership in civic, corporate, and international arenas.

Finally, we develop students' professional competencies and enable them to maximize their post-graduation opportunities for career development. In seeing professional development as a shared responsibility, students are empowered to cultivate their communication skills outside of the classroom through engaged forms of learning and professional development.

Bachelors

Communication Studies, B.A.

Faculty

Chairperson: Craig O. Rich

Associate Chairperson: Christopher J. Finlay

Professors: Bryant Keith Alexander, Paige Pettyjohn Edley, Michele L. Hammers, Dean Scheibel

Associate Professors: Shaun M. Anderson, Christopher J. Finlay, Meng Li, Nina Maria Lozano, Patricia Oliver, Kyra L. Pearson, Craig O. Rich

Assistant Professors: Jason Leigh Jarvis, Allison Noyes

Clinical Professors: Judy Battaglia, James Bunker, Matthew Dewey, Thomas Dowd, Kathleen Norris

Instructors: Rebecca Avalos, Corrina Laughlin

Mission Statement

The Communication Studies Department provides students from across the LMU community with the communication competencies necessary to pursue their personal, professional, and civic goals. Our faculty and students examine how messages and meanings are produced, interpreted, and consumed. In particular, our program rigorously engages the following:

- The production and evaluation of communication messages,
- The role of communication in shaping the performance of identity and community,
- The processes and technologies by which people relate to and collaborate with each other, and
- The importance of principled advocacy across our personal, professional and public lives.

Throughout all aspects of our program, we encourage self-reflection and critical engagement with disciplinary subject matter and contemporary social and political events at the local and global level. We encourage our students and faculty to nurture personal habits of lifelong learning and service.

In addition, our students and faculty produce scholarship that advances our knowledge of human communication, enhances the quality of public deliberation, and bridges the gap between our curriculum and real world experiences. To serve these goals, the Communication Studies Department creates an environment where students and faculty pursue scholarship, community engagement, and leadership in civic, corporate, and international arenas.

Finally, we develop students' professional competencies and enable them to maximize their post-graduation opportunities for career development. In seeing professional development as a shared responsibility, students are empowered to cultivate their communication skills outside of the classroom through engaged forms of learning and professional development.

Student Learning Outcomes

Upon completing the Communication Studies degree, students will be able to:

1. Demonstrate subject matter knowledge of the communication studies discipline, including:
 - The history of the discipline;
 - The nature of theory and its role in the study and practice of human communication; and
 - The foundational theoretical concepts from multiple sub-disciplines within the major.
2. Express ideas and relay information using conventions and forms appropriate to the intended audience.
3. Test or generate new knowledge using research methods appropriate to the communication studies discipline.
4. Articulate the relationship among disciplinary subject matter, research methodologies and one or more non-academic contexts.
5. Demonstrate the value of multiple theoretical, pedagogical, and socio-cultural perspectives.
6. Collaborate effectively and ethically in group problem-solving and decision-making situations.
7. Demonstrate and value respectful engagement with individual and group differences in interactions with all others.
8. Apply ethical standard to communication practices across multiple contexts.
9. Apply communication principles in service of justice for self, others, and society.
10. Innovate, justify, and enact solutions based on: inquiry, discernment, evidence, and analysis.
11. Demonstrate and value the pursuit of ethical actions through critical reason and reflection.
12. Demonstrate and value a self-reflexive approach to the study and practice of communication.

Potential Career Pathways

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.

CMST students take a variety of courses that allow for both depth and breadth of study. We feature a rigorous Internship Practicum course for our juniors and seniors. CMST students often pursue minors in fields such as business, journalism, political science, or the arts to complement their CMST coursework.

With careful academic planning, CMST 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
- Media Studies
- Education
- Law
- Business

Major Requirements: (44 semester hours) (CMST)

Lower Division Requirements:

(24 semester hours of lower division coursework)

- CMST 1600 Nature of Theory *4 semester hours*
- CMST 1700 Nature of Inquiry *4 semester hours*
- CMST 2800 Advanced Public Communication *4 semester hours*
-
- Three of the following five (3 of 5) courses:

- CMST 2100 Relational Communication *4 semester hours*
- CMST 2200 Intercultural Communication *4 semester hours*
- CMST 2300 Organizational Communication *4 semester hours*
- CMST 2400 Contemporary Rhetorical Theory *4 semester hours*
- CMST 2500 Media Studies *4 semester hours*

Upper Division Requirements:

(20 semester hours of upper division coursework)

Four (4) advanced topics courses selected from among a list of approved 3000-level courses:

CMST 3100-3195, CMST 3200-3295, CMST 3300-3395, CMST 3400-3495, CMST 3500-3595, CMST 3600-3695, CMST 3700-3795, CMST 3800-3895. *4 semester hours each course.*

[Course offerings and topics will vary each semester]

One (1) Senior Capstone course from among a list of approved 4000-level courses:

CMST 4100-4195, CMST 4200-4295, CMST 4300-4395, CMST 4400-4495, CMST 4500-4595, CMST 4700-4795. *4 semester hours.*

[Course offerings and topics will vary each semester]

Note:

The Department may offer additional courses that count as University Electives but do not satisfy CMST major requirements. Students should select courses carefully to ensure that all major requirements are being met.

Communication Studies Model Four-Year Plan

Freshman Year

Fall Semester

- CMST 1600 Nature of Theory *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - University Core *3-4 semester hours*

- - University Core *3-4 semester hours*

Total: 13-16 semester hours (see Note 1)

Spring Semester

- CMST 1700 Nature of Inquiry *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
- - - University Core *3-4 semester hours* or
 - - Lower Division Elective *3-4 semester hours* (see Note 2)

Total: 13-16 semester hours (see Note 1)

Sophomore Year

Fall Semester

- CMST 2800 Advanced Public Communication *4 semester hours* or
 - - CMST 2X00 *4 semester hours* (see Note 3)
- - - CMST 2X00 *4 semester hours* (see Note 3)
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 14-16 semester hours (see Note 1)

Spring Semester

- CMST 2800 Advanced Public Communication *4 semester hours* or CMST 2X00 *4 semester hours* (see Note 3)
-

-
- CMST 2X00 *4 semester hours* (see Note 3)
-
- University Core *3-4 semester hours*
-
- University Core *3-4 semester hours*

Total: 13-16 semester hours (see Note 1)

Junior Year

Fall Semester

- CMST 3XXX *4 semester hours* (see Note 4)
- University Core *3-4 semester hours*
- Lower or Upper Division Elective *3-4 semester hours* (see Note 2)
- Upper Division Elective *3-4 semester hours* (see Note 2)

Total: 14-16 semester hours (see Note 1)

Spring Semester

- CMST 3XXX *4 semester hours* (see Note 4)
- CMST 3XXX *4 semester hours* (see Note 5)
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours* (see Note 2)

Total: 14-16 semester hours (see Note 1)

Senior Year

Fall Semester

- CMST 3XXX *4 semester hours* (see Note 3) or
- CMST 4XXX *4 semester hours* (see Notes 4 and 5)

- University Core *3-4 semester hours* or
- Upper Division Elective *3-4 semester hours* (see Note 2)

- University Core *3-4 semester hours* or
- Upper Division Elective *3-4 semester hours* (see Note 2)

- University Core *3-4 semester hours* or
- Upper Division Elective *3-4 semester hours* (see Note 2)

Total: 13-16 semester hours (see Note 1)

Spring Semester

- CMST 3XXX *4 semester hours* (see Note 3) or
- CMST 4XXX *4 semester hours* (see Note 4)
- University Core *3-4 semester hours* or
- Upper Division Elective *3-4 semester hours* (see Note 2)

- University Core *3-4 semester hours* or
- Upper Division Elective *3-4 semester hours* (see Note 2)

- University Core *3-4 semester hours* or
- Upper Division Elective *3-4 semester hours* (see Note 2)

Total: 13-16 semester hours (see Note 1)

Notes

This is a sample schedule. The sequence of courses may vary slightly among students and students are expected to consult with their academic advisors.

Note 1:

Students are required to take a total of 124 semester hours to complete their degree in Communication Studies. Because semester hours for courses may vary, students should work closely with their academic advisor to ensure that they take an average of 16 hours a semester across all semesters. In some semesters, students may need to take an additional course or courses.

Note 2:

Students are required to take Lower and Upper Division Elective courses outside the CMST major, with the exception of CMST 2998 and CMST 3998.

Note 3:

Students are required to take three (3) courses from the following list: CMST 2100, CMST 2200, CMST 2300, CMST 2400, or CMST 2500.

Note 4:

Students are required to take four (4) courses from the following list: CMST 3100-3195, CMST 3200-3295, CMST 3300-3395, CMST 3400-3495, CMST 3500-3595, CMST 3600-3695, CMST 3700-3795, CMST 3800-3895.

Note 5:

Students are required to select a Senior Capstone Course from the following list: CMST 4100-4195, CMST 4200-4295, CMST 4300-4395, CMST 4400-4495, CMST 4500-4595, CMST 4700-4795.

Minor

Public Relations Minor

The minor in Public Relations (CMPR) situates professional practice within a context of the broader Communication Studies discipline. Interdisciplinary in nature, the minor exposes students to multiple conceptual frameworks while emphasizing applied skills.

Admission

Admission to the minor is competitive and limited. To be admitted to the minor, students must have an overall GPA of 3.0 and score competitively on a writing skills test. Students should be aware that completing courses in the minor sequence does not guarantee admission into the minor.

Course Requirements

The minor requires completion of 7 courses for a minimum of 22 semester hours. Some courses do have prerequisites, so students are encouraged to seek academic advising before pursuing the minor. CMST 2900, IDAP 300, IDAP 310, and IDAP 370 must be completed with a grade of B or higher. All other courses in the minor must be completed with a grade of C or higher. All IDAP courses must be taken in residence at LMU.

Required Courses

- CMST 2900 Communication Approaches to PR 4 semester hours
- CMST 3900 Principles of Public Relations 3 semester hours

- CMST 3910 Writing for Public Relations *3 semester hours*
- CMST 3920 Public Relations Strategies *3 semester hours*
- CMST 3980 Public Relations Internship *1 to 3 semester hours*
 - - CMST 3XXX: To be selected from an approved list of CMST courses* *4 semester hours*
 - - CMST 3XXX: To be selected from an approved list of CMST courses* *4 semester hours*

Sample Completion Plan

Fall, Year 1

- CMST 2900 Communication Approaches to PR *4 semester hours*

Spring, Year 1

- CMST 3900 Principles of Public Relations *3 semester hours*

Fall, Year 2

- CMST 3910 Writing for Public Relations *3 semester hours*
 - - CMST 3XXX: Selected CMST course* *4 semester hours*

Spring, Year 2

- CMST 3920 Public Relations Strategies *3 semester hours*
 - - CMST 3XXX: Selected CMST course* *4 semester hours*

Fall, Year 3

- CMST 3980 Public Relations Internship *1 to 3 semester hours*

Note:

*Approved CMST courses: CMST 3150 Persuasion, CMST 3180 Leadership and Interpersonal Communication, CMST 3310 Media and Marketing Communication, CMST 3325 Communication and Healthcare, CMST 3335 Sport and Public Communication, CMST 3350 Nonprofit Communication Campaigns, CMST 3380 Communication Consulting, and CMST 3530 Digital Rhetoric.

Interdisciplinary Applied Programs

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.

Marital and Family Therapy

Faculty

Chairperson: Debra Linesch

Program Director: Anthony Bodlovic

Professor: Debra Linesch

Associate Professor: Louvenia Jackson

Assistant Professors: Jessica Bianchi, Anthony Bodlovic, Joyce Yip Green

Clinical Assistant Professor: Maru Serricchio

Practicum Coordinator: Kathleen Fogel-Richmond

Contact Information

Office Location: University Hall, Suite 2444

Telephone: 310.338.4562

Fax: 310.338.4518

Mission

The Department of Marital and Family Therapy with Specialized Training in Art Therapy will educate students to integrate visual arts as a way of knowing with psychotherapeutic skills and prepare students to become practicing licensed Marital and Family Therapists in the State of California* and registered Art Therapists who abide by ethical standards of the Board of Behavioral Sciences (BBS), and the Accreditation Counsel for Art Therapy Education (ACATE). This mission, in reflection of the University's mission, fosters learning as a lifelong process in

which students are educated as whole persons who would provide service and creating scholarship with a similar holistic frame, with commitment to social justice and cultural humility.

* The program has not made a determination as to whether it meets **other** states' requirements for licensure; interested applicants/students are encouraged to research the identified path for transferring the license outside of California based on their specific interests and needs.

Goals

1. To train students to become licensed Marriage and Family Therapists in the State of California, to be nationally registered with the ATCB as Art Therapists, and to be prepared to work as entry-level mental health clinicians
2. To educate students to competently demonstrate an understanding of comprehensive marital and family and art therapy theories and techniques with a wide range of treatment populations, while understanding systems theory and the interactional dynamics of the therapeutic relationship
3. To foster culturally humble students who can work with a wide range of diverse populations, who serve as advocates of equity and social justice, and who value self-reflection as a lifelong means of understanding self and others

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.

In addition to completing requirements above set to meet the Board of Behavioral Sciences expectations for Marital and Family Therapy graduate training, graduates of this program also complete the requirements for the Art Therapy Specialization, preparing them as competent entry level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Specifically, the art therapy specialization offers students the following knowledge and skills.

1. Understand the historical development of Art Therapy as a profession. Art Therapy theories and techniques as a foundation for contemporary Art Therapy professional practice.
2. Distinguish among the therapeutic benefits of a variety of art processes and media strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
3. Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
4. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
5. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
6. Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
7. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision making models, supervision, and professional and legal consultation when necessary.
8. Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
9. Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
10. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
11. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
12. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self awareness, promote well-being, and guide professional practice.
13. Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
14. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
15. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

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
- An application with a \$50 application fee.
- Satisfactory score on the Miller Analogies Test (MAT) or GRE
- Autobiography with emphasis on personal life experiences rather than educational or occupational information
- Portfolio of art work with requested artist's statements
- Two (2) letters of recommendation
- Video interview followed by a second (group) 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.

Masters

Marital and Family Therapy with Specialized Training in Art Therapy, M.A.

Mission

The Department of Marital and Family Therapy will educate students to integrate visual arts as a way of knowing with psychotherapeutic skills and prepare students to become practicing licensed Marital and Family Therapists in the State of California and registered Art Therapists. This mission, in reflection of the University's mission, fosters learning as a lifelong process in which students are educated as whole persons who would provide service and creating scholarship with a similar holistic frame, with commitment to social justice and cultural humility.

*The program has not made a determination as to whether it meets other states' requirements for licensure; interested applicants/students are encouraged to research the identified path for transferring the license outside of CA based on their specific interests and needs.

Goals

1. To train students to become licensed Marriage and Family Therapists in the State of California, to be nationally registered with the ATCB as Art Therapists, and to be prepared to work as entry level mental health clinicians.
2. To educate students to competently demonstrate an understanding of comprehensive marital and family and art therapy theories and techniques with a wide range of treatment populations, while understanding systems theory and the interactional dynamics of the therapeutic relationship.

3. To foster culturally humble students who can work with a wide range of diverse populations, who serve as advocates of equity and social justice, and who value self-reflection as a lifelong means of understanding self and others.

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.

In addition to completing the above requirements set to meet the Board of Behavioral Science expectations for Marital and Family Therapy graduate training, graduates of this program also complete the requirements for the Art Therapy Specialization, preparing them as competent entry level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Specifically, the art therapy specialization offers students the following knowledge and skills:

- a. Understand the historical development of Art Therapy as a profession, as well as understand Art Therapy theories and techniques as a foundation for contemporary Art Therapy professional practice.
- b. Distinguish among the therapeutic benefits of a variety of art processes and media strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
- c. Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.

- d. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
- e. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- f. Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
- g. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision making models, supervision, and professional and legal consultation when necessary.
- h. Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
- i. Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
- j. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
- k. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
- l. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self awareness, promote well-being, and guide professional practice.
- m. Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- n. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- o. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Program Requirements

The Graduate Department of Marital and Family Therapy offers a graduate program leading to a Master of Arts in Marital and Family Therapy. Thus, in addition to State of California required curriculum in traditional marital and family therapy coursework, the program integrates a comprehensive art therapy curriculum. The Program trains clinicians to work in facilities providing psychological therapeutic services such as: public mental health, community mental health centers, non-profit agencies, psychiatric hospitals, medical centers, therapeutic and public schools, residential treatment facilities, and substance abuse treatment facilities.

The Department provides two- and three-year programs of rigorous academic work combined with two clinical internships of approximately 840 hours with 350 hours of direct client contact.

Students enrolled in the full-time Master of Arts in Marital and Family Therapy with Specialization in Art Therapy program will complete the degree requirements in two years. A three-year program is also available. Courses are offered Tuesdays, Wednesdays, and Thursdays during the day on campus, with internship assignments varying in times and locations.

Students are required to maintain a "B" (3.0) grade point average throughout their coursework and maintain a B or higher grade in each of their practicum courses.

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 also encouraged to seek personal psychotherapy during the first two semesters in the program.

Faculty members are practicing MFT/art therapy clinicians or scholars with a couple of field experts (teaching psycho-pharmacology). The courses are directly related to professor's work experience and area of expertise.

Course Work Sequence

First Semester (Fall)

- MFTH 600 Art Therapy Literature and Assessment *2 semester hours **
- MFTH 601 Art Therapy Explorations *2 semester hours **
- MFTH 602 Fundamentals of Marriage/Family Systems *2 semester hours*
- MFTH 604 Child Psychotherapy: Theory and Practice *2 semester hours*
- MFTH 609 Introduction to Mental Health Services *2 semester hours*
- MFTH 615 Group Psychotherapy: Theory and Practice *2 semester hours*
- MFTH 638 Psychopathology *2 semester hours*
- MFTH 640 Psychological Tests *2 semester hours*

Total: 16 semester hours

Second Semester (Spring)

- MFTH 606 Adolescent Psychotherapy: Theory and Practice *2 semester hours*
- MFTH 608 Theories of Marriage and Family Therapy *2 semester hours*
- MFTH 610 Adult Psychotherapy *2 semester hours*
- MFTH 611 Drug and Alcohol Treatment *1 semester hours*
- MFTH 612 Marriage and Family Psychotherapy: Issues and Applications *2 semester hours*
- MFTH 617 Practicum/Supervision I *3 semester hours*
- MFTH 680 Marriage and Family Therapy Observation *2 semester hours*
- MFTH 689 Introduction to Research *1 semester hours*

Total: 15 semester hours

Summer Session I

- MFTH 639 Psychopharmacology *2 semester hours*
- MFTH 641 Aging and Long-Term Care *1 semester hours*
- MFTH 642 Trauma Theory and Treatment *2 semester hours*
- ****Please see note below regarding the optional summer art therapy/MFT program in San Miguel de Allende courses offered for interested students.**

Total: 5 semester hours

Third Semester (Fall)

- MFTH 618 Practicum/Supervision II *4 semester hours*
- MFTH 621 Cultural Issues in Marital and Family Therapy *1 TO 3 semester hours*
- MFTH 630 Marital and Family Therapy: Clinical Studies *2 TO 3 semester hours*
- MFTH 691 Research Methodology *3 semester hours*

Total: 13 semester hours

Fourth Semester (Spring)

- MFTH 613 Assessment and Intervention of Intimate Partner Violence *1 semester hours*
- MFTH 616 Human Sexuality *1 semester hours*
- MFTH 619 Practicum/Supervision III *4 semester hours*
- MFTH 690 Seminar: Professional Ethics *2 semester hours*
- MFTH 696 Research/Clinical Paper *3 semester hours*

Total: 11 semester hours

Total: 60 semester hours

** Clinical art therapy specialized courses*

***Summer Study Abroad in San Miguel de Allende, 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 as part of fulfillment of the degree requirements (non-mandatory courses), broadening their appreciation for issues of culture and, specifically, the Mexican culture. Classes available are MFTH 620, MFTH 622, and MFTH 629. These summer units can be counted toward partial completion of Fall classes MFTH 621 and MFTH 630.

Music

Faculty

Chairperson: T. J. Harper

Professors: Paul W. Humphreys, Mark Saya, Virginia Saya

Associate Professor: T. J. Harper

Assistant Professor: David Carter

Clinical Professors: Wojciech Kocyan, Martha Masters

Bachelors

Music, B.A.

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 an applied emphasis (guitar, percussion, piano, strings, voice, winds) is required before admission to the major or minor. Audition requirements appropriate to each emphasis (instrumental or voice) are available on-line and from the administrative office (Burns 103) of the Department of Music.

Retention in the Major

The following standards must be met by majors in the Department of Music:

- A grade of B (3.0) or better in:
 - MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
 - MUSC 280 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
 - MUSC 281 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
 -

A grade of C (2.0) or better in:

- MUSC 122 Music Theory and Form II *3 semester hours* in order to advance to MUSC 221

Foreign Language Requirement

One semester of foreign language selected from the following:

- ITAL 2101 Italian 1 *4 semester hours* or
- GRMN 2101 German 1 *4 semester hours* or
- FREN 2101 French 1 *4 semester hours*

Note:

The language option selected may be taken for Credit/No Credit grading but requires 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

- MUSC 101 Studio Class *0 semester hours* (4 semesters)*/**
- MUSC 121 Music Theory and Form I *3 semester hours* *
- MUSC 122 Music Theory and Form II *3 semester hours* **
- MUSC 133 Aural Skills I *1 semester hours* *
- MUSC 134 Aural Skills II *1 semester hours* **
- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours* *
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours* **
- MUSC 221 Music Theory and Form III *3 semester hours*
- MUSC 222 Music Theory and Form IV *3 semester hours*
- MUSC 235 Instrumentation *2 semester hours*
- MUSC 280 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 281 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 303 Introduction to World Music Cultures *3 semester hours*
- MUSC 316 Music History: Antiquity to 1600 *3 semester hours*
- MUSC 317 Music History: 1600-1820 *3 semester hours*
- MUSC 318 Music History: 1820 to Present *3 semester hours*
-
- MUSC 332 Choral Conducting *2 semester hours* or
- MUSC 333 Instrumental Conducting *2 semester hours*

Applied Emphasis Ensemble(s)

- MUSC 454 World Music Ensembles I 0 OR 1 semester hours or
- MUSC 455 World Music Ensembles II 0 OR 1 semester hours or
- MUSC 490 Chamber Orchestra 0 OR 1 semester hours or
- MUSC 491 Consort Singers 0 TO 2 semester hours or
- MUSC 492 Chamber Music Ensembles 0 OR 1 semester hours *** or
- MUSC 493 Women's Chorus 0 OR 1 semester hours or
- MUSC 495 Concert Choir 0 OR 1 semester hours

Note:

* *must be taken concurrently*

** *must be taken concurrently*

*** *includes guitar, string, piano, and percussion ensembles*

Concentration Requirements

12 Semester Hours/Upper Division Music

With the approval of the director of the Concentration, all music majors must declare and complete an upper division Concentration. It is possible to complete two Concentrations with the approval of an academic advisor and the department chairperson. In order to fulfill a double Concentration, the student must take all classes required in each of the selected Concentrations. Music courses fulfilling one Concentration may not be used to satisfy the requirements of a second Concentration.

Conducting (INCD or VOCD)

Required Courses:

- MUSC 328 Choral Methods I 2 semester hours or
- MUSC 330 Score Reading I 2 semester hours
-
- MUSC 332 Choral Conducting 2 semester hours * or
- MUSC 333 Instrumental Conducting 2 semester hours *
-
- MUSC 432 Advanced Choral Conducting 2 semester hours or
- MUSC 433 Advanced Instrumental Conducting 2 semester hours
-
- MUSC 445 Choral Practicum 1 semester hours or
- MUSC 446 Orchestral Techniques Practicum 1 semester hours

Additional 5 semester hours selected from the following:

- MUSC 307 Choral Literature *3 semester hours*
- MUSC 308 Orchestral Literature *3 semester hours*
- MUSC 331 Score Reading II *2 semester hours*
- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 490 Chamber Orchestra *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 491 Consort Singers *0 TO 2 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 493 Women's Chorus *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 495 Concert Choir *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)

Note:

* Students in this Concentration take one of these courses as a general music requirement and the other as a Concentration requirement.

Note:

A grade of A- (3.7) or above in MUSC 332 or MUSC 333 (when taken as a general music requirement) is required to be considered for admission to the Conducting Concentration.

Contemporary Styles and Practices (INSP or VOSP)

Required Courses:

- MUSC 324 Vernacular Harmony and Forms *3 semester hours*
- MUSC 326 Music Technology and Production *3 semester hours*

Additional 6 semester hours selected from the following:

- MUSC 365 History of Jazz *3 semester hours*
- MUSC 366 History of Rock *3 semester hours*
- MUSC 367 History of Popular Music *3 semester hours*
- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 396 Sociology of Music *3 semester hours*
- MUSC 454 World Music Ensembles I *0 OR 1 semester hours* (Fall, repeatable)
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours* (Spring, repeatable)
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 492 Chamber Music Ensembles *0 OR 1 semester hours* (when taken as Jazz Ensemble, repeatable)

Note:

A grade of B+ (3.3) or above in the four semesters of Music Theory and Form (MUSC 121, MUSC 122, MUSC 221, MUSC 222) is required to be considered for admission to the Contemporary Styles and Practices Concentration.

Instrumental Studies (INIS)

Required Courses:

- MUSC 310 Instrumental Pedagogy *3 semester hours*
- MUSC 344 Alexander Technique *2 semester hours*
- MUSC 450 Senior Project/Recital *1 semester hours*

Additional 6 semester hours selected from the following:

- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 490 Chamber Orchestra *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 492 Chamber Music Ensembles *0 OR 1 semester hours* (Guitar, String, Chamber and/or Percussion; enroll in 1 semester hour; repeatable)

Music History/Literature (INMH or VOMH)

Required Courses:

- MUSC 319 Analytic Techniques *3 semester hours* or
- MUSC 322 Modal Counterpoint *3 semester hours* or
- MUSC 323 Tonal Counterpoint *3 semester hours*
-
- MUSC 412 Pre-Renaissance and Renaissance Music *3 semester hours* or
- MUSC 413 Music of Baroque *3 semester hours* or
- MUSC 414 Music of the Classical Era *3 semester hours* or
- MUSC 415 Music of the Romantic Age *3 semester hours* or
- MUSC 416 Music of the Twentieth-Century Era *3 semester hours*
-
- MUSC 497 Musicology Placement Practicum *0 OR 1 semester hours*

Additional 5 semester hours selected from the following:

- MUSC 343 Opera Scenes/Workshop *1 OR 2 semester hours* (repeatable)
- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*

- MUSC 490 Chamber Orchestra *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 491 Consort Singers *0 TO 2 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 492 Chamber Music Ensembles *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 493 Women's Chorus *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 495 Concert Choir *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)

Note:

A grade of A- (3.7) or above in MUSC 316, MUSC 317, and MUSC 318 is required to be considered for admission to the Music History/Literature Concentration.

Theory/Composition (INTC or VOTC)

Required Courses:

- MUSC 319 Analytic Techniques *3 semester hours* or
- MUSC 322 Modal Counterpoint *3 semester hours* or
- MUSC 323 Tonal Counterpoint *3 semester hours*
-
- MUSC 387 Music Composition I *1 semester hours*
- MUSC 454 World Music Ensembles I *0 OR 1 semester hours* (enroll in 1 semester hour)
- MUSC 496 Theory Placement Practicum *0 OR 1 semester hours* (enroll in 1 semester hour)

Additional 6 semester hours selected from the following:

- MUSC 365 History of Jazz *3 semester hours*
- MUSC 382 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours* (repeatable)*
- MUSC 388 Music Composition II *1 semester hours*
- MUSC 396 Sociology of Music *3 semester hours*
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 487 Music Composition III *1 semester hours*
- MUSC 488 Music Composition IV *1 semester hours*
- MUSC 492 Chamber Music Ensembles *0 OR 1 semester hours* (Percussion only; enroll in 1 semester hour; repeatable)

Note:

* Piano for non-pianists; choice of other instrument or voice for pianists.

Note:

A grade of B+ (3.3) or above in the four semesters of Music Theory & Form (MUSC 121, MUSC 122, MUSC 221, MUSC 222) is required to be considered for admission to the Theory/Composition Concentration.

Vocal Studies (VOVS)

Required Courses:

- MUSC 341 Vocal Pedagogy *3 semester hours*
- MUSC 344 Alexander Technique *2 semester hours*
- MUSC 450 Senior Project/Recital *1 semester hours*

Additional 6 semester hours selected from the following:

- MUSC 340 Diction for Singers I *1 semester hours*
- MUSC 342 Diction for Singers II *1 semester hours*
- MUSC 343 Opera Scenes/Workshop *1 OR 2 semester hours* (repeatable)
- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 491 Consort Singers *0 TO 2 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 493 Women's Chorus *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 495 Concert Choir *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)

World Music/Ethnomusicology (INWM or VOWM)

Required Courses:

- MUSC 304 Topics in World Music Cultures *3 semester hours*
- MUSC 407 Research and Methods in Ethnomusicology *1 semester hours*
- MUSC 454 World Music Ensembles I *0 OR 1 semester hours* (enroll in 1 semester hour)
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours* (enroll in 1 semester hour)

Additional 6 semester hours selected from the following:

- MUSC 365 History of Jazz *3 semester hours*
- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 396 Sociology of Music *3 semester hours*
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours* (enroll in 1 semester hour; repeatable)
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*

Note:

A grade of B+ or above in MUSC 303 is required to be considered for admission to the World Music/Ethnomusicology Concentration.

Applied Music

Individual Instructions

Music Major/Minor

Individual instruction (Guitar, Percussion, Piano, Strings, and Voice)

Music majors are required to complete a minimum of four semesters, and Music minors two semesters, of individual instruction in the following emphasis areas:

Major: 4 semester hours

- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 280 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 281 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*

Minor: 2 semester hours

- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*

Private applied lessons requirements

Each semester hour of earned credit in private applied lessons requires the following:

- A. One 50-minute private lesson weekly (total 14)
- B. Enrollment in MUSC 101 Studio Class
- C. Minimum of one (1) Studio Class performance per semester
- D. End of semester performance jury

Private applied lessons eligibility

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.

No applied music fee is required.

- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 280 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 281 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*

Practice room facilities

Practice room facilities (free of charge) are available to all applied music students enrolled for credit.

Applied music course repeatability

Applied music courses are repeatable for credit. Majors who wish to continue credit enrollment beyond minimum requirements may enroll in the subsequent offerings.

- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*

Music Non-Major/Non-Minor

Individual instruction (Guitar, Percussion, Piano, Strings, Winds, and Voice)

Individual instruction is available in Guitar, Percussion, Piano, Strings, Winds, and Voice. Permission of professor required.

There is an applied music fee of \$460.00 per semester for fourteen 30-minute weekly lessons. Applied music courses are repeatable for credit.

- MUSC 182 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 282 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 382 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 482 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*

Class instruction (Voice, Guitar, Piano)

Class instruction is available in voice, guitar, and piano for students at the beginning level.

- MUSC 105 The Vocal Experience *3 semester hours*
- MUSC 106 The Guitar Experience *3 semester hours*
- MUSC 107 The Piano Experience *3 semester hours*
- All of these courses fulfill Explorations: Creative Experience in the University Core. MUSC 107 requires a \$15 lab fee for keyboard/headset upkeep.

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.

- MUSC 454 World Music Ensembles I *0 OR 1 semester hours*
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours*
- MUSC 490 Chamber Orchestra *0 OR 1 semester hours*
- MUSC 491 Consort Singers *0 TO 2 semester hours*
- MUSC 492 Chamber Music Ensembles *0 OR 1 semester hours*
- MUSC 495 Concert Choir *0 OR 1 semester hours*

Music Model Four-Year Plan

Freshman Year

Fall Semester

- MUSC 101 Studio Class *0 semester hours*
- MUSC 121 Music Theory and Form I *3 semester hours*
- MUSC 133 Aural Skills I *1 semester hours*
- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
 - - MUSC Ensemble *1 semester hours*
-
- FREN 2101 French 1 *4 semester hours* or
- GRMN 2101 German 1 *4 semester hours* or
- ITAL 2101 Italian 1 *4 semester hours*
-
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- MUSC 101 Studio Class *0 semester hours*
- MUSC 122 Music Theory and Form II *3 semester hours*

- MUSC 134 Aural Skills II *1 semester hours*
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
 -
 - MUSC Ensemble *1 semester hour*
- RHET 1000 Rhetorical Arts *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 15-18 semester hours

Sophomore Year

Fall Semester

- MUSC 101 Studio Class *0 semester hours*
- MUSC 221 Music Theory and Form III *3 semester hours*
- MUSC 235 Instrumentation *2 semester hours*
- MUSC 280 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
 -
 - MUSC Ensemble *1 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 16-19 semester hours

Spring Semester

- MUSC 101 Studio Class *0 semester hours*
- MUSC 222 Music Theory and Form IV *3 semester hours*
- MUSC 281 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 316 Music History: Antiquity to 1600 *3 semester hours*
 -
 - MUSC Ensemble *1 semester hours*
 -
 - University Core *3-4 semester hours*
 -

- University Core *3-4 semester hours*

Total: 14-16 semester hours

Junior Year

Fall Semester

- MUSC 317 Music History: 1600-1820 *3 semester hours*
- MUSC 303 Introduction to World Music Cultures *3 semester hours*
-
- MUSC 332 Choral Conducting *2 semester hours* or
- MUSC 333 Instrumental Conducting *2 semester hours*
- -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *2 semester hours*

Total: 16-18 semester hours

Spring Semester

- MUSC 318 Music History: 1820 to Present *3 semester hours*
 -
 - MUSC Upper Division Concentration *2 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 14-17 semester hours

Senior Year

Fall Semester

- MUSC Upper Division Concentration 4 semester hours
- University Core 3-4 semester hours
- Upper Division Elective Non-Music 3-4 semester hours
- Elective 3-4 semester hours
- Elective 2 semester hours

Total: 15-18 semester hours

Spring Semester

- MUSC Upper Division Elective 4 semester hours
- University Core 3-4 semester hours
- Elective 3-4 semester hours
- Elective 3-4 semester hours
- Elective 2 semester hours

Total: 15-18 semester hours

Note:

This Four-Year Plan is only a model. Some music course scheduling will vary due to the departmental rotation of classes.

Minor

Music Minor

Admission to the Major and Minor

An audition in an applied emphasis (guitar, percussion, piano, strings, voice, winds) is required before admission to the major or minor. Audition requirements appropriate to each emphasis (instrumental or voice) are available on-line and from the administrative office (Burns 103) of the Department of Music.

Foreign Language Requirement

One semester of foreign language selected from the following:

- ITAL 2101 Italian 1 4 semester hours or
- GRMN 2101 German 1 4 semester hours or
- FREN 2101 French 1 4 semester hours

Note:

The language option selected may be taken for Credit/No Credit grading but requires the approval of the Chairperson and the applied emphasis instructor.

Music Minor Curriculum (MUSC)

21 Semester Hours (Plus Foreign Language Requirement)

- MUSC 101 Studio Class *0 semester hours* (2 semesters)
- MUSC 121 Music Theory and Form I *3 semester hours* *
- MUSC 122 Music Theory and Form II *3 semester hours* **
- MUSC 133 Aural Skills I *1 semester hours* *
- MUSC 134 Aural Skills II *1 semester hours* **
- MUSC 316 Music History: Antiquity to 1600 *3 semester hours*
- MUSC 317 Music History: 1600-1820 *3 semester hours*
- MUSC 318 Music History: 1820 to Present *3 semester hours*
- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours* *
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours* **
 - - Applied Emphasis Ensemble(s) *2 semester hours* */**
- MUSC 454 World Music Ensembles I *0 OR 1 semester hours* or
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours* or
- MUSC 490 Chamber Orchestra *0 OR 1 semester hours* or
- MUSC 491 Consort Singers *0 TO 2 semester hours* or
- MUSC 492 Chamber Music Ensembles *0 OR 1 semester hours* or
- MUSC 493 Women's Chorus *0 OR 1 semester hours* or
- MUSC 495 Concert Choir *0 OR 1 semester hours*

Note:

* *must be taken concurrently*

** *must be taken concurrently*

Applied Music

Individual Instructions

Music Major/Minor

Individual instruction (Guitar, Percussion, Piano, Strings, and Voice)

Music majors are required to complete a minimum of four semesters, and Music minors two semesters, of individual instruction in the following emphasis areas:

Major: 4 semester hours

- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 280 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 281 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*

Minor: 2 semester hours

- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*

Private applied lessons requirements

Each semester hour of earned credit in private applied lessons requires the following:

- A. One 50-minute private lesson weekly (total 14)
- B. Enrollment in MUSC 101 Studio Class
- C. Minimum of one (1) Studio Class performance per semester
- D. End of semester performance jury

Private applied lessons eligibility

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.

No applied music fee is required.

- MUSC 180 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 280 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 281 Guitar, Percussion, Piano, Strings, Voice *1 semester hours*
- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*

Practice room facilities

Practice room facilities (free of charge) are available to all applied music students enrolled for credit.

Applied music course repeatability

Applied music courses are repeatable for credit. Majors who wish to continue credit enrollment beyond minimum requirements may enroll in the subsequent offerings.

- MUSC 380 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*
- MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition *1 semester hours*

Music Non-Major/Non-Minor

Individual instruction (Guitar, Percussion, Piano, Strings, Winds, and Voice)

Individual instruction is available in Guitar, Percussion, Piano, Strings, Winds, and Voice. Permission of professor required.

There is an applied music fee of \$460.00 per semester for fourteen 30-minute weekly lessons. Applied music courses are repeatable for credit.

- MUSC 182 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 282 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 382 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*
- MUSC 482 Guitar, Percussion, Piano, Strings, Winds, Voice *1 semester hours*

Class instruction (Voice, Guitar, Piano)

Class instruction is available in voice, guitar, and piano for students at the beginning level.

- MUSC 105 The Vocal Experience *3 semester hours*
- MUSC 106 The Guitar Experience *3 semester hours*
- MUSC 107 The Piano Experience *3 semester hours*
- All of these courses fulfill Explorations: Creative Experience in the University Core. MUSC 107 requires a \$15 lab fee for keyboard/headset upkeep.

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.

- MUSC 454 World Music Ensembles I *0 OR 1 semester hours*
- MUSC 455 World Music Ensembles II *0 OR 1 semester hours*
- MUSC 490 Chamber Orchestra *0 OR 1 semester hours*
- MUSC 491 Consort Singers *0 TO 2 semester hours*
- MUSC 492 Chamber Music Ensembles *0 OR 1 semester hours **
- MUSC 493 Women's Chorus *0 OR 1 semester hours*

- MUSC 495 Concert Choir 0 OR 1 semester hours

Note:

** Includes guitar, string, piano, and percussion ensembles. These classes are repeatable for credit.*

Theatre Arts and Dance

Dance

Faculty

Chairperson: Rosalynde LeBlanc Loo

Professors: Patrick Damon Rago, Leon Wiebers

Associate Professor: Rosalynde LeBlanc Loo

Assistant Professors: Bernard Brown and Taryn Vander Hoop

Clinical Assistant Professor: Kristen Smiarowski

Full-time Instructor: Laura Ann Smyth

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, Liberal Studies majors, 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.

Theatre Arts

Faculty

Chairperson: Katharine M. Noon

Professors: Diane Benedict, Beth Henley (Presidential Professor), Katharine M. Noon, Kevin J. Wetmore, Jr., Leon Wiebers

Associate Professor: Arnab Banerji, Leon Wiebers

Assistant Professors: Stacey Cabaj, Christopher Murillo, Daphnie Sicre

Clinical Associate Professor: Dana Resnick

Clinical Assistant Professors: Andrea Odinov, Nenad Pervan, Karyn Lawrence

Full Time Instructor: Meagan Prah

Bachelors

Dance, B.A.

Student Learning Outcomes

1. Students will apply healthy and sustainable practices to their work in dance.
2. Students will demonstrate embodied knowledge of multiple dance techniques and genres.
3. Students will analyze various aesthetic values and engage creatively to solve problems.
4. Students will create original work with a critical awareness of the ways in which musicality, theatricality, technology, and spatiality inform the creative process.
5. Students will integrate research of the historical, the contemporary, and the self in dance using traditional academic, as well as movement methodologies.
6. Students will produce original, critical, and creative scholarship that demonstrates integration of their knowledge of dance studies.

Dance Generalist Track (GENL)

Major Requirements

Lower Division Requirements:

A minimum of 20 semester hours:

- DANC 100 Orientation to Dance *1 semester hours*
- DANC 160 Fundamentals of Dance Composition I: The Choreographic Process *3 semester hours* (counts also as University Core)
- DANC 161 Fundamentals of Dance Composition II: Dance Improvisation *3 semester hours*
- DANC 183 Stagecraft for Dancers *1 semester hours*
- DANC 253 Dance Conditioning for First Years *0 to 2 semester hours*
- DANC 260 Laban Movement Analysis: Applications for Dance Making *3 semester hours*
- DANC 262 Dance Styles and Forms *3 semester hours*
- DANC 281 History of Dance Theatre *3 semester hours*
- DANC 282 I Am, Therefore I Dance: Dance, Culture, and Society *3 semester hours*
- - And taken at the level of proficiency: Modern/Contemporary Technique and Ballet Technique each semester (minimum total lower and upper division, 8 semester hours), and Jazz Technique, 4 semesters (minimum total lower or upper division, 4 semester hours), and Dance in Its Cultural Context, 2 semesters (minimum total lower or upper division, 2 semester hours).

Upper Division Requirements:

A minimum of 23 semester hours:

- DANC 377 Dance Production *0 TO 1 semester hours*
- DANC 378 Service Project *0 semester hours*
- DANC 380 Introduction to Music *3 semester hours*
- DANC 388 Careers in Dance *1 semester hours*
- DANC 460 Dance Theory and Criticism *3 semester hours*
- DANC 461 Senior Thesis: Project *3 semester hours* (minimum of C [2.0] grade)
- DANC 462 Mentorship: Senior Thesis *0 TO 1 semester hours*
- DANC 480 Kinesiology for Dancers I *3 semester hours*
- DANC 481 Kinesiology for Dancers II *3 semester hours*
- DANC 484 Principles of Teaching Dance *3 semester hours*
- - And taken at the level of proficiency: Modern Contemporary Technique and Ballet Technique each semester (minimum total lower and upper division, 8 semester hours), and Jazz Technique, 4 semesters (minimum total lower or upper division, 4 semester hours), and Dance in Its Cultural Context, 2 semesters (minimum total lower or upper division, 2 semester hours).

Note:

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

- DANC 100 Orientation to Dance *1 semester hours*
- DANC 160 Fundamentals of Dance Composition I: The Choreographic Process *3 semester hours*
- DANC 377 Dance Production *0 TO 1 semester hours*
 - - DANC Modern/Contemporary *0-1 semester hours*
 -
 - DANC Ballet *0-1 semester hours*
 -
 - DANC Jazz *0-1 semester hours*
 -
 - DANC 253 Pilates for First Year *0 semester hour* (Co-requisite with Modern/Contemporary)
- FFYS 1000 First Year Seminar *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 12-17 semester hours

Spring Semester

- DANC 161 Fundamentals of Dance Composition II: Dance Improvisation *3 semester hours*
- DANC 183 Stagecraft for Dancers *1 semester hours*
 -
 - DANC Modern/Contemporary *0-1 semester hours*
 -
 - Ballet *0-1 semester hours*
 -

- DANC 253 Pilates for First Year at *0 semester hour* (Co-requisite with Modern/Contemporary)
- DANC 377 Dance Production *0 TO 1 semester hours* (if it wasn't taken in the Fall)
- RHET 1000 Rhetorical Arts *4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 13-20 semester hours

Sophomore Year

Fall Semester

- DANC 282 I Am, Therefore I Dance: Dance, Culture, and Society *3 semester hours*
- DANC 260 Laban Movement Analysis: Applications for Dance Making *3 semester hours*
- DANC 380 Introduction to Music *3 semester hours*
 -
 - DANC Modern/Contemporary *0-1 semester hours*
 - DANC Ballet *0-1 semester hours*
 - DANC Jazz *0-1 semester hours*
 - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 15-20 semester hours

Spring Semester

- DANC 262 Dance Styles and Forms *3 semester hours*
- DANC 281 History of Dance Theatre *3 semester hours*
 -
 - DANC Modern/Contemporary *0-1 semester hours*
 - DANC Ballet *0-1 semester hours*
 - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*
 - Elective *3-4 semester hours*
 - Dance in Its Cultural Context *0-2 semester hours*: DANC 344 , DANC 371 , DANC 374 , and/or DANC 397

Total: 15-22 semester hours

Junior Year

Fall Semester

- DANC 388 Careers in Dance *1 semester hours*
- DANC 480 Kinesiology for Dancers I *3 semester hours*
 - - DANC Modern/Contemporary *0-1 semester hours*
 - - DANC Ballet *0-1 semester hours*
 - - DANC Jazz *0-1 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 13-19 semester hours

Spring Semester

- DANC 481 Kinesiology for Dancers II *3 semester hours*
- DANC 484 Principles of Teaching Dance *3 semester hours*
 - - DANC Ballet *0-1 semester hour*
 - - DANC Modern/Contemporary *0-1 semester hours*
 - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 12-16 semester hours

Senior Year

Fall Semester

- DANC 460 Dance Theory and Criticism *3 semester hours*
- DANC 461 Senior Thesis: Project *3 semester hours* (for December graduates only)
- DANC 462 Mentorship: Senior Thesis *0 TO 1 semester hours*
 -
 - DANC Modern/Contemporary *0-1 semester hours*
 -
 - DANC Ballet *0-1 semester hours*
 -
 - DANC Jazz *0-1 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-20 semester hours

Spring Semester

- DANC 378 Service Project *0 semester hours*
- DANC 461 Senior Thesis: Project *3 semester hours*
- DANC 462 Mentorship: Senior Thesis *0 TO 1 semester hours*
 -
 - DANC Modern/Contemporary *0-1 semester hours*
 -
 - DANC Ballet *0-1 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 12-14 semester hours

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.

Theatre Arts, B.A.

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
- Apply a basic understanding of scenery, costume, and lighting materials, construction procedures, and standard theatrical practices for theatre production. Read and understand technical and artistic drawings. Basic performance and design genres, styles, techniques as methods of storytelling.
- 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 Brechtian Political Epic theatre performance techniques; the history, geography, and culture of Germany and Eastern Europe, 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 Introduction to Theatre Performance *3 semester hours*
-
- Two courses with their labs from the following (total 6 semester hours):
- THEA 120 Stagecraft *3 semester hours* and
- THEA 121 Stagecraft Lab *0 semester hours*
- THEA 124 Costume Craft *3 semester hours* and
- THEA 125 Costume Craft Lab *0 semester hours*
- THEA 126 Lighting and Sound Craft *3 semester hours* and
- THEA 127 Lighting and Sound Craft Lab *0 semester hours*
-
- THEA 240 Theatre History and Literature I *3 semester hours*
- THEA 245 Theatre History and Literature II *3 semester hours*
-
- One course from the following (3 semester hours):
- THEA 113 Voice and Speech *3 semester hours*
- THEA 114 Movement for Actors *3 semester hours*
- THEA 210 Scene Study and Presentation *3 semester hours*
-
- THEA 175 Script Analysis *3 semester hours*
 -
 - THEA Elective *3 semester hours*

Note:

A grade of C (2.0) or better must be earned in each course.

Upper Division Requirements:

30 semester hours:

- THEA 370 Directing for the Theatre I *3 semester hours*
- THEA 450 Theatre Practicum: Crew *1 TO 3 semester hours*
- THEA 490 Senior Thesis Project *3 semester hours*
-
- Upper Division THEA Electives *12 semester hours*

- - THEA history/literature/criticism courses from THEA 330s, 340s, 430s *9 semester hours*

Note:

A grade of C (2.0) or better must be earned in each course of the 9 semester hours of Theatre history, literature, and criticism.

Theatre Arts Model Four-Year Plan

Freshman Year

Fall Semester

- THEA 111 Introduction to Theatre Performance *3 semester hours*
- THEA 120 Stagecraft *3 semester hours* or THEA 124 or THEA 126 - Craft Course
- THEA 121 Stagecraft Lab *0 semester hours*
- or THEA 125 or THEA 127 - Craft Lab
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 12-18 semester hours

Spring Semester

- THEA 113 Voice and Speech *3 semester hours*
- or THEA 114, THEA 210, 1XX, 2XX
- THEA 120 Stagecraft *3 semester hours*
- or THEA 124 or THEA 126 - Craft Course
- THEA 121 Stagecraft Lab *0 semester hours*
- or THEA 125 or THEA 127 - Craft Lab
- THEA 175 Script Analysis *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-19 semester hours

Sophomore Year

Fall Semester

- THEA 113 Voice and Speech *3 semester hours*
- or THEA 114, THEA 210, 1XX, 2XX
- THEA 240 Theatre History and Literature I *3 semester hours*
- THEA 210 Scene Study and Presentation *3 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- THEA 113 Voice and Speech *3 semester hours*
- of THEA 114 or THEA 210, 1XX, 2XX
- THEA 245 Theatre History and Literature II *3 semester hours*
 - - THEA Elective *3 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-18 semester hours

Junior Year

Fall Semester

- THEA 370 Directing for the Theatre I *3 semester hours*
- THEA 450 Theatre Practicum: Crew 1 *TO 3 semester hours* (3 semester hours required)
 -
 - THEA History/Literature/Criticism *3 semester hours*
 - THEA Elective THEA 3XX or THEA 4XX *3 semester hours*
 -
 - THEA Elective *3 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- THEA History/Literature/Criticism *3 semester hours*
- THEA Elective THEA 3XX or THEA 4XX *3 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 15-18 semester hours

Senior Year

Fall Semester

- THEA History/Literature/Criticism *3 semester hours*
- THEA Elective *3 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- THEA 490 Senior Thesis Project *3 semester hours*
 -
 - THEA Elective *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-18 semester hours

Note:

This schedule is typical. The sequence and choice of courses must be decided in consultation with an advisor.

Masters

Performance Pedagogy, M.F.A.

Mission

Loyola Marymount University's Master of Fine Arts Program in Performance Pedagogy provides an opportunity for students to achieve a terminal degree with a focus on pedagogy and theory of teaching theatre performance at the secondary and university levels. Designed for individuals with experience as professional theatre artists looking to expand their career options, the program will develop our graduate students' existing knowledge with courses in acting theory, pedagogy, directing, design, theatre history and dramatic literature, as they cultivate their skills as teachers of the craft of acting and the discipline of theatre.

Goals

Following the completion of the MFA in Performance Pedagogy Program, our graduates will emerge with the skills necessary to go on to teach at universities, high schools, actor training programs or go into private practice as acting coaches, opening their own studios or working for other private coaches or theatres.

The goal of the program is to produce an educated professional artist who teaches relying upon both traditional and cutting edge pedagogical techniques. As the study of theatre engages the whole person (body, mind and spirit), we encourage all students to see their studies in a broad social, ethical and cultural context.

The program approaches the study of theatre with the view that theatre is a laboratory for the study of the whole of life, and our students are given multiple opportunities to teach and mentor undergraduate students as an important component of the program.

Learning Outcomes

After completing the M.F.A. in Performance Pedagogy, students will be able to:

- Interpret dramatic texts and critique theatrical performance using appropriate critical language and analytic frameworks

- Effectively develop actor coaching skills and effectively communicate to performers
- Educate actors by integrating theory and practice in the classroom
- Effectively collaborate with other theatre artists on the development of a live stage performance, including an understanding of standard design and technical theatre procedures and practices.

Students will gain deep knowledge in:

- Research methods and writing for the theatre
- Current educational theatre theory and both traditional and new theatre pedagogies
- Theatre as art, discipline, field of study, and craft
- 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, genres, and cultures
- Diversity, cultural awareness, and social justice, and the roles they play in theatre.

M.F.A. Requirements

(60 semester hours)

Core Courses

(21 semester hours--7 courses)

- THEA 6000 Seminar - Introduction to Theatre Pedagogy *3 semester hours*
- THEA 6010 Seminar in Research and Writing Theatre *3 semester hours*
- THEA 6200 Issues in Theatre Pedagogy *3 semester hours*
- THEA 6300 Seminar - Teaching Acting *3 semester hours*
- THEA 6650 Theories of Acting and Directing *3 semester hours*
- THEA 6700 Directing *3 semester hours*
- THEA 6800 The Collaborative Process *3 semester hours*

Elective Courses

(33 semester hours--11 courses)

Thesis

(6 semester hours--2 courses)

- THEA 6900 Thesis *3 semester hours*
- THEA 6910 Thesis *3 semester hours*

Minor

Dance Minor

Minor Requirements

Dance minor (DANG)--20 semester hours:

One composition course selected from

- DANC 160 Fundamentals of Dance Composition I: The Choreographic Process *3 semester hours*
- DANC 163 Introduction to Choreography *3 semester hours*

One pedagogy course selected from

- DANC 363 Multiple Ways of Knowing and Showing: Music and Dance *3 semester hours*
- DANC 385 Movement Arts for Children *3 semester hours*
- DANC 484 Principles of Teaching Dance *3 semester hours*

6 semester hours of theory courses selected from

- DANC 183 Stagecraft for Dancers *1 semester hours*
- DANC 260 Laban Movement Analysis: Applications for Dance Making *3 semester hours*
- DANC 281 History of Dance Theatre *3 semester hours*
- DANC 282 I Am, Therefore I Dance: Dance, Culture, and Society *3 semester hours*
- DANC 380 Introduction to Music *3 semester hours*
- DANC 382 Djembe Drumming *2 semester hours*
- DANC 387 Dance as Social Action *0 TO 3 semester hours*
- DANC 479 Rehearsal and Performance *0 TO 3 semester hours*
- DANC 480 Kinesiology for Dancers I *3 semester hours*
- DANC 487 Dance Media and Technology *3 semester hours*
- - Other courses in Dance as directed by advisor

At least 6 semester hours of dance technique: ballet, and/or modern/contemporary, and/or jazz dance, and/or hip hop and/or tap

At least 2 semester hours of Tap or Dance in Its Cultural Context selected from

- DANC 397 Dance in Its Cultural Context *0 TO 2 semester hours*
 - - Dances of the West African Diaspora
 - Dance of Hawai'i

Theatre Arts Minor

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.

LMU Frank R. Seaver College of Science and Engineering

Administration

Dean: S. W. Tina Choe

Associate Dean: Suzanne Larson

Associate Dean: Heather Tarleton

Associate Dean: Nazmul Ula

Assistant Dean: Sandra Luca

College Mission Statement

The LMU 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, Applied Physics, Biochemistry, Biology, Chemistry, Civil Engineering, Computer Science, Electrical Engineering, Environmental Science, Health and Human Sciences, Individualized Studies, Mathematics, Mechanical Engineering, Physics, Statistics and Data Science, and Systems Engineering. Frank R. Seaver College of Science and Engineering faculty also teach the science, technology, and mathematics component of the University Core curriculum. Courses numbered from 260-279 are designed specifically to meet the University Core requirements in Explorations: Nature of Science, Technology, and Mathematics (ESTM) 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, especially Foundations: Quantitative Reasoning (FQTR). 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
- Mathematics
- Mathematics (Mathematics Education Emphasis)

Bachelor of Science in Engineering in:

- Civil Engineering
- Electrical Engineering
- Mechanical Engineering

Bachelor of Science in:

- Applied Mathematics
- Applied Physics
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Environmental Science
- Health and Human Sciences
- Individualized Studies
- Mathematics
- Physics
- Statistics and Data Science

Master of Arts in Teaching in:

- Mathematics

Master of Science in Engineering in:

- Civil Engineering
- Electrical Engineering
- Mechanical Engineering

Master of Science in:

- Computer Science
- Environmental Science
- Healthcare Systems Engineering
- Systems Engineering

Dual degrees of Master of Science in Systems Engineering and Healthcare Systems Engineering (offered by the Frank R. Seaver College of Science and Engineering) and MBA (offered by the Hilton College of Business)

In addition, the Frank R. Seaver College of Science and Engineering offers graduate Certificate Programs in Computer Science/Software Architecture, Cybersecurity, Groundwater Management, Internet of Things, Lean Healthcare Systems, Machine Learning, Pre-Medical, Pre-Dental and Pre-Allied Health Post-Baccalaureate Programs, Project Management, Sustainability, Systems Engineering, Systems Engineering/Aeronautics and Space Systems, Water and Wastewater Treatment, and Water Quality Management.

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).

The Center for Student Success in Science and Engineering

The Center for Student Success (CSS) in the Frank R. Seaver College of Science and Engineering coordinates and provides opportunities aimed at enhancing undergraduate students' academic performance and career prospects. Located in Pereira 100, CSS offers students a central location to access information that is integral to a successful educational experience. The CSS collaborates with other divisions on campus to provide students with information regarding career development, study abroad, and service opportunities to enhance the student's academic, professional, and personal development. In addition, the CSS offers support to prepare for admission into health professional schools, including a Pre-Medical, Pre-Dental and Pre-Allied Health Post-Baccalaureate programs. 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 flags 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.

Science, Engineering, and Mathematics

Science, Engineering, and Mathematics (SCEM) courses are offered by the Frank R. Seaver College of Science and Engineering.

Certificate

Pre-Medical, Pre-Dental and Pre-Allied Health Post-Baccalaureate Programs

Pre-Medical, Pre-Dental Post-Baccalaureate Programs

The Pre-Medical, Pre-Dental Post-Baccalaureate Program is committed to identifying self-motivated students who have the compassion, commitment, and potential to become excellent medical or dental school applicants. The program is geared for career changers who have a bachelor's degree outside of the hard sciences and have taken few, if any, of the courses listed below. Our post-baccalaureate program gives students an opportunity to demonstrate that they are prepared for the academic rigor of health professional school. If you are interested in helping improve the lives of others through medicine or dentistry, we invite you to apply.

Program Outcomes

Students will:

1. Gain the scientific knowledge required to apply to medical or dental school
2. Learn how to become a competitive applicant

Program Requirements

Eight courses are required to complete the certificate, and are chosen in consultation with the Program Director. Typical coursework includes:

- BIOL 101 General Biology I, BIOL 111 General Biology I Lab, BIOL 102 General Biology II, BIOL 112 General Biology II Lab
- CHEM 110 General Chemistry I, CHEM 111 General Chemistry I Lab, CHEM 112 General Chemistry II, CHEM 113 General Chemistry II Lab
- CHEM 220 Organic Chemistry I, CHEM 221 Organic Chemistry I Lab, CHEM 222 Organic Chemistry II, CHEM 223 Organic Chemistry II Lab
- CHEM 370 Biochemistry
- Health Professions Advising I and II*
- MATH 122 Calculus for the Life Sciences I (if needed)
- PHYS 2500 General Physics I, PHYS 2550 General Physics II

*Health Professions Advising I and II are not included in the eight courses needed for the certificate.

Pre-Allied Health Post-Baccalaureate Programs

The Pre-Medical, Pre-Dental Post-Baccalaureate Program is committed to identifying self-motivated students who have the compassion, commitment, and potential to become excellent medical or dental school applicants. The program is geared for career changers who have a bachelor's degree outside of the hard sciences and have taken few, if any, of the courses listed below. Our post-baccalaureate program gives students an opportunity to demonstrate that they are prepared for the academic rigor of health professional school. If you are interested in helping improve the lives of others through medicine or dentistry, we invite you to apply.

Program Outcomes

Students will:

1. Gain the scientific knowledge required to apply to allied health graduate programs.
2. Learn how to become a competitive applicant.

Program Requirements

Sample courses are below. Each individual course plan will depend on the allied health field being pursued and prior (approved) coursework. A minimum of eight courses are required to complete the certificate.

- BIOL 101 General Biology I *3 semester hours*
- BIOL 102 General Biology II *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- BIOL 112 General Biology II Lab *2 semester hours*
- BIOL 201 Cell Function *3 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- HHSC 155 Human Anatomy and Physiology I *3 semester hours*
- HHSC 156 Human Anatomy and Physiology I Lab *1 semester hours*
- HHSC 255 Human Anatomy and Physiology II *3 semester hours*
- HHSC 256 Human Anatomy and Physiology II Lab *1 semester hours*
- HHSC 190 Medical Terminology and Seminar *3 semester hours*
- HHSC 440 Medical Microbiology *3 semester hours*
- HHSC 441 Medical Microbiology Laboratory *1 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours*
- MATH 123 Calculus for the Life Sciences II *3 semester hours*
- MATH 204 Applied Statistics *3 semester hours*
- PHYS 2500 General Physics I *4 semester hours*
- PHYS 2550 General Physics II *4 semester hours*
- PSYC 1000 General Psychology *4 semester hours*
- PSYC 3038 Abnormal Psychology *4 semester hours*
- PSYC 3052 Lifespan Development *4 semester hours*

- SOCL 1000 Principles of Sociology *4 semester hours*

Dual-Degree

Engineering/MBA Dual Graduate Degree

This dual degree program is for students who want to gain or sharpen their business knowledge and skills while pursuing a career in engineering. Students have access to the strengths and curriculum of both programs, preparing engineering professionals for leadership positions in high technology companies. Graduates of this program will receive their Master of Business Administration and engineering M.S. or M.S.E.

Engineering master's degrees that qualify for this program are:

- Civil Engineering
- Computer Science
- Electrical Engineering
- Environmental Science
- Healthcare Systems Engineering
- Mechanical Engineering
- Systems Engineering

Dual Degree Program Eligibility Requirements

Applicants for the Engineering/MBA Dual Degree program will submit the standard application for their chosen engineering program of study. After receiving acceptance and completing the first year of their engineering degree, students are granted admission to the dual degree program and may begin enrolling in MBA courses provided they are in good academic standing (minimum GPA 3.0) and receive approval from their respective program director.

Suggested MS/MBA Curriculum Flowchart

Fall Semester

- MBAW 6400 MBA Orientation *0 semester hours*
- MBAA 6020 Financial and Managerial Accounting *3 semester hours*
- MBAA 6030 Global Economic Structures and Systems *1.5 semester hours (8-week course)*
- MBAA 6040 Managing Markets and Customer Relationships *3 semester hours (8-week course)*
- MBAA 6050 Managing Operations *1.5 semester hours (8-week course)*
- MBAA 6090 Managing Information Systems *3 semester hours (8-week course)*

Spring semester

- MBAA 6010 Managing People and Organizations *3 semester hours*
- MBAA 6060 Strategic Management *3 semester hours*

- MBAA 6070 Managing Financial Resources *3 semester hours*
- MBAA 6080 Data, Models, and Decisions *3 semester hours*
- MBAW 6402 The Elements of Becoming A Strategic Leader (*0 semester hours*)

Summer Session

- Business & Society Core; *3 semester hours*

Fall Semester

- Elective *3 semester hours*

Spring Semester

- MBAW 6307 Management Leadership Workshop: Planning Your Future *0 semester hours*
- MBAA 6100 Managing International Business *3 semester hours*

(these two courses only offered in spring terms)

Summer Session(s)

International Experience

- Comparative Management Systems (CMS) *3 semester hours*

Total Degree Requirement: 36 semester hours

Other Programs

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

- ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 14-15 semester hours

Spring Semester

- ENGR 160 Algorithms and Applications *3 semester hours*
- BIOL 114 Biology for Engineers *3 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 17-18 semester hours

Sophomore Year

Fall Semester

- ENGR 200 Statics *3 semester hours*
- ELEC 210 Electric Circuit Analysis *3 semester hours*
- ELEC 213 Electric Circuit Analysis Lab *0 semester hours*
- MATH 234 Calculus III *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
 -

- University Core 3-4 semester hours

Total: 17-18 semester hours

Biology

Faculty

Chairperson: Kam D. Dahlquist

Professors: Wendy J. Binder, Kam D. Dahlquist, Philippa M. Drennan, Martina G. Ramirez, Eric Strauss (Presidential Professor)

Associate Professors: Deepa Dabir, Nancy Fujishige, Michelle R. Lum, Carl R. Urbinati, Carolyn Viviano

Assistant Professors: Sarah Joy Bittick, Kristen Covino, Cory Evans, Maxellende Ezin, Maria Christina Vasquez, Demian Willette

Senior Instructors: Cheryl J. Hertz

Instructors: Tatiana V. Kuzmenko

The Department of Biology at Loyola Marymount University is an inclusive community that fosters the success of diverse students, staff, and faculty, including those from marginalized or otherwise underrepresented groups. Our mission is to instill a passion for, and understanding of, the science of biology, to develop students' ability to think critically about scientific information and appreciate how biological research impacts our lives, our society, and our changing planet. 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 nonscience majors in the areas of science and technology.

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. The B.A. in Biology Secondary Education Emphasis offers classroom experience and internship opportunities in addition to the subject matter content required by the State of California. Pre-professional students should select the program leading to the B.S. degree.

Bachelors

Biology, B.A.

Student Learning Outcomes for the B.A. Degree in Biology

Program graduates will be able to:

- Demonstrate knowledge of the evolution of biological systems
- Demonstrate knowledge of the structure and function of biological systems
- Demonstrate knowledge of information flow, exchange, and storage in biological systems
- Demonstrate knowledge of pathways and transformations of energy and matter in biological systems
- Demonstrate knowledge of the interconnections and interactions in biological systems
- Be able to apply the scientific method to solve problems in biology
- Effectively communicate biological concepts in written and oral forms
- Have experience using field and laboratory skills
- Apply computational and quantitative methods to describe biological systems

Students completing a B.A. with a Secondary Science Emphasis will also be able to:

- Think logically and critically evaluate new information
- Integrate information from different fields of science
- Synthesize information and communicate ideas to diverse groups of students
- Design lessons that engage students in the process of inquiry (NGSS)
- Connect course content to real life situations and local issues
- Value ongoing assessment and professional development

Major Requirements, Lower Division: B.A. in Biology

- BIOL 101 General Biology I *3 semester hours* *
- BIOL 102 General Biology II *3 semester hours* *
- BIOL 111 General Biology I Lab *2 semester hours* *
- BIOL 112 General Biology II Lab *2 semester hours* *
- BIOL 190 Freshman Biology Seminar *0 semester hours*
- BIOL 201 Cell Function *3 semester hours* *
- BIOL 202 Genetics *3 semester hours* *
- CHEM 110 General Chemistry I *3 semester hours* *
- CHEM 111 General Chemistry I Lab *1 semester hours* *
- CHEM 112 General Chemistry II *3 semester hours* *
- CHEM 113 General Chemistry II Lab *1 semester hours* *
- CHEM 220 Organic Chemistry I *3 semester hours*
- - 6 semester hours of mathematics to include MATH 122 *
- - Plus 3 additional semester hours in science to be approved by the Department Chairperson

Note:

** 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, BIOL 102, BIOL 111, BIOL 112, BIOL 201, and BIOL 202, prior to becoming eligible to take any upper division biology course.*

Major Requirements, Upper Division: B.A. in Biology

24 (B.A.) upper division semester hours in Biology, to be selected from the groups listed below, and include at least 6 lecture and 4 laboratory courses (these may include lecture/lab combinations, which are 4 semester hours) and a 2-semester-hour seminar or research course (see a-h below).

For the B.A. in Biology, the following are required (a-h below):

(a) One course in Cell/Organism Function to be selected from:

- BIOL 335 Comparative Anatomy 4 semester hours
- BIOL 340 Embryology 3 semester hours
- BIOL 343 Developmental Biology 3 semester hours
- BIOL 351 General Physiology 3 semester hours
- BIOL 353 Plant Physiology 3 semester hours
- BIOL 355 Plants, Pharmacy, and Medicine 3 semester hours
- BIOL 356 Cell Biology 3 semester hours
- BIOL 357 Comparative Animal Physiology 3 semester hours
- BIOL 358 Hormones and Behavior 4 semester hours
- BIOL 440 Molecular Neurobiology 3 semester hours
- BIOL 445 Endocrinology 3 semester hours
- BIOL 449 Immunology 3 semester hours
- BIOL 450 Physiology of Disease 3 semester hours
- BIOL 456 Molecular Cell Biology and Lab 4 semester hours

(b) One course in Molecular Biology to be selected from:

- BIOL 330 Embryology and Development 4 semester hours
- BIOL 343 Developmental Biology 3 semester hours
- BIOL 356 Cell Biology 3 semester hours
- BIOL 367 Biological Databases 3 semester hours
- BIOL 370 Plant Biotechnology 3 semester hours
- BIOL 375 Advanced Genetics 3 semester hours
- BIOL 388 Biomathematical Modeling 3 semester hours
- BIOL 437 Plant Development 3 semester hours
- BIOL 439 Molecular Biology Applications 4 semester hours
- BIOL 440 Molecular Neurobiology 3 semester hours
- BIOL 443 Molecular Biology 3 semester hours
- BIOL 456 Molecular Cell Biology and Lab 4 semester hours
- BIOL 478 Molecular Biology of the Genome 4 semester hours

- BIOL 479 Molecular Mechanisms of Disease *3 semester hours*

(c) One course in Organismal Diversity to be selected from:

- BIOL 311 Plant Interactions *3 semester hours*
- BIOL 312 Field Botany *4 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 328 Tropical Marine Ecology *3 semester hours*
- BIOL 333 Biology of Mammals *4 semester hours*
- BIOL 334 Invertebrate Zoology *4 semester hours*
- BIOL 335 Comparative Anatomy *4 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 355 Plants, Pharmacy, and Medicine *3 semester hours*
- BIOL 361 General Microbiology *3 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 460 Environmental Microbiology *3 semester hours*

(d) One course in Populations to be selected from:

- BIOL 304 Biostatistical Analysis *3 semester hours*
- BIOL 309 Applied Plant Ecology *3 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 315 World Vegetation Ecology *3 semester hours*
- BIOL 316 Island Biology *3 semester hours*
- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 321 Urban Ecology *3 semester hours*
- BIOL 328 Tropical Marine Ecology *3 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 423 Marine Conservation Biology *3 semester hours*
- BIOL 472 Epidemiology *3 semester hours*
- BIOL 474 Principles of Evolution *3 semester hours*
- BIOL 475 Evolution *4 semester hours*
- BIOL 477 Conservation Genetics *4 semester hours*

Note:

Classes above can only satisfy ONE area (a-d), even if listed in more than one area.

(e) Four laboratory courses to be selected from:

- BIOL 312 Field Botany *4 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 322 Urban Ecology Lab *1 semester hours*
- BIOL 325 Avian Biology Lab *1 semester hours*
- BIOL 330 Embryology and Development *4 semester hours*

- BIOL 333 Biology of Mammals *4 semester hours*
- BIOL 334 Invertebrate Zoology *4 semester hours*
- BIOL 335 Comparative Anatomy *4 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 341 Embryology Lab *1 semester hours*
- BIOL 344 Developmental Biology Lab *1 semester hours*
- BIOL 352 General Physiology Lab *1 semester hours*
- BIOL 354 Plant Physiology Laboratory *1 semester hours*
- BIOL 358 Hormones and Behavior *4 semester hours*
- BIOL 359 Cell Biology Laboratory *1 semester hours*
- BIOL 360 Comparative Animal Physiology Laboratory *1 semester hours*
- BIOL 362 General Microbiology Laboratory *1 semester hours*
- BIOL 363 Microbial Genomics Laboratory *1 semester hours*
- BIOL 364 Cell Culture Laboratory *1 semester hours*
- BIOL 368 Bioinformatics Laboratory *1 semester hours*
- BIOL 376 Genetics Laboratory *1 semester hours*
- BIOL 380 Tropical Marine Ecology Laboratory *1 semester hours*
- BIOL 381 Baja Marine Ecology Laboratory *1 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 424 Marine Physiology Laboratory *1 semester hours*
- BIOL 438 Plant Development Laboratory *1 semester hours*
- BIOL 439 Molecular Biology Applications *4 semester hours*
- BIOL 456 Molecular Cell Biology and Lab *4 semester hours*
- BIOL 475 Evolution *4 semester hours*
- BIOL 477 Conservation Genetics *4 semester hours*
- BIOL 478 Molecular Biology of the Genome *4 semester hours*

Note:

CHEM 371 can be used to count as an upper division biology lab in the major. Students who are minoring or majoring in biochemistry cannot use CHEM 371 to count as credit in both the biochemistry major/minor and biology major.

(f) One 2-semester-hour 500-level seminar or research course

(g) Additional upper division biology courses (2 courses for the B.A.)

CHEM 370 can be used to count as an upper division biology elective in the major. In addition, one other upper division non-biology course can be used to count as an upper division biology elective in the major.

Students who wish to take a non-biology course (besides CHEM 370) for upper division biology elective credit must receive approval from the chairperson of the biology department prior to taking the course.

Students who are minoring or majoring in biochemistry cannot use CHEM 370 to count as credit in both the biochemistry major/minor and biology major.

(h) The above requirements (a-g) must also include:

(i) One plant biology course to be selected from:

- BIOL 309 Applied Plant Ecology *3 semester hours*
- BIOL 311 Plant Interactions *3 semester hours*
- BIOL 312 Field Botany *4 semester hours*
- BIOL 315 World Vegetation Ecology *3 semester hours*
- BIOL 353 Plant Physiology *3 semester hours*
- BIOL 355 Plants, Pharmacy, and Medicine *3 semester hours*
- BIOL 370 Plant Biotechnology *3 semester hours*
- BIOL 437 Plant Development *3 semester hours*
-
- AND

(ii) One field biology course to be selected from:

- BIOL 312 Field Botany *4 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 322 Urban Ecology Lab *1 semester hours*
- BIOL 325 Avian Biology Lab *1 semester hours*
- BIOL 333 Biology of Mammals *4 semester hours*
- BIOL 328 Tropical Marine Ecology *3 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 380 Tropical Marine Ecology Laboratory *1 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 424 Marine Physiology Laboratory *1 semester hours*

Note:

BIOL 312 can satisfy only one of these two categories (either plant OR field, not both).

Upper division biology courses may be taken as electives. Students preparing for specific graduate careers should discuss appropriate courses with their advisors.

Note:

To graduate as a biology major, a student must accumulate a C (2.0) average in all major requirements.

B.A. Degree--Biology Curriculum

(120 S.H.)*

Freshman Year

Fall Semester

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- BIOL 190 Freshman Biology Seminar *0 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- - MATH Mathematics *3 semester hours***

Total: 15-16 semester hours

Spring Semester

- BIOL 102 General Biology II *3 semester hours*
- BIOL 112 General Biology II Lab *2 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- BIOL 201 Cell Function *3 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- - University Core *4 semester hours*
 - - University Core *4 semester hours*

Total: 14 semester hours

Spring Semester

- BIOL 202 Genetics *3 semester hours*
 - - Science Elective *3 semester hours*
 - - University Core *4 semester hours*
 - - University Core *4 semester hours*

Total: 14 semester hours

Junior Year

Fall Semester

- BIOL Upper Division *4 semester hours*
- University Core *4 semester hours*
- University Core **OR** Elective *4 semester hours****
- Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BIOL Upper Division *4 semester hours*
- BIOL Upper Division *3 semester hours*
- University Core *4 semester hours*
- Elective *4 semester hours*

Total: 15 semester hours

Senior Year

Fall Semester

- BIOL Upper Division *4 semester hours*
- BIOL Seminar or Research *2 semester hours*
- Upper Division Elective *4 semester hours*
- Upper Division Elective *4 semester hours*

Total: 14 semester hours

Spring Semester

- BIOL Upper Division 4 semester hours
- BIOL Upper Division 3 semester hours
- Upper Division Elective 4 semester hours
- Upper Division Elective 4 semester hours

Total: 15 semester hours

Total: 120 semester hours

** A minimum of 45 upper division semester hours are required to complete the degree.*

*** The course sequence in Mathematics depends on the results of the Mathematics Placement Exam.*

**** A minimum of 32 core semester hours are required. The sequence of the University Core courses should be discussed with the student's advisor.*

B.A. Degree--Biology Secondary Science Education Emphasis Curriculum

The B.A. in Biology with a Secondary Science Emphasis has been accredited by the State of California. Students who have successfully completed the Single Subject Matter Program in Biology (SSEB) will receive a waiver and do not have to take the CSET (California Subject Examinations for Teachers) exam; completion of the program demonstrates subject matter competency. The program goal is to produce teachers who are confident in their ability to implement the next generation science standards (NGSS), to adapt to future changes, and who have the capacity to teach science as a process of inquiry and excite curiosity in their students. A student who has successfully completed our program should possess the knowledge and expertise that will enable him/her to become a confident, enthusiastic, and effective teacher.

For the B.A. in Biology, Secondary Science Education Emphasis, the prescribed 29 upper division semester hours provide the depth of subject matter content required by the State of California.

Major Requirements, Lower Division: for the B.A. in Secondary Science Education Emphasis

- BIOL 101 General Biology I 3 semester hours
- BIOL 102 General Biology II 3 semester hours
- BIOL 111 General Biology I Lab 2 semester hours
- BIOL 112 General Biology II Lab 2 semester hours
- BIOL 190 Freshman Biology Seminar 0 semester hours
- BIOL 201 Cell Function 3 semester hours
- BIOL 202 Genetics 3 semester hours
- CHEM 110 General Chemistry I 3 semester hours
- CHEM 111 General Chemistry I Lab 1 semester hours

- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- ENV5 250 Earth Science *3 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours*
- MATH 123 Calculus for the Life Sciences II *3 semester hours or*
- MATH 204 Applied Statistics *3 semester hours* (MATH 131, MATH 132 may be substituted for MATH 122, MATH 123)
- PHYS 2500 General Physics I *4 semester hours*
- PHYS 2550 General Physics II *4 semester hours*
- PHYS 2710 Astronomy *3 semester hours*

Note:

A student must complete the lower division requirements with a C (2.0) average.

Major Requirements, Upper Division: for the B.A. in Secondary Science Education Emphasis

29 upper division semester hours, as follows:

- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 351 General Physiology *3 semester hours*
- BIOL 352 General Physiology Lab *1 semester hours*
-
- BIOL 474 Principles of Evolution *3 semester hours or*
- BIOL 475 Evolution *4 semester hours*
-
- - 1 BIOL elective *3-4 semester hours*
- ENV5 358 Environmental Chemistry: Water, Soil, and Sediment *3 semester hours*
- SCEM 370 Workshop Biology: Life Works I *3 semester hours*
- SCEM 371 Workshop Biology: Life Works I Laboratory *1 semester hours*
- SCEM 372 Workshop Biology: Life Works II *3 semester hours*
- SCEM 373 Workshop Biology: Life Works II Laboratory *1 semester hours*
-
- SCEM 491 Science Education Internship *1 TO 4 semester hours or*
- SCEM 591 Science Education Internship *1 TO 4 semester hours*

Note:

In order to graduate as a biology major and receive a subject matter waiver, a student must accumulate a C (2.0) average in all major requirements.

B.A. Degree--Biology Secondary Science Education Emphasis Curriculum Four Year Plan

Freshman Year

Fall Semester

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 15-16 semester hours

Spring Semester

- BIOL 102 General Biology II *3 semester hours*
- BIOL 112 General Biology II Lab *2 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
-
- MATH 123 Calculus for the Life Sciences II *3 semester hours* or
- MATH 204 Applied Statistics *3 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- BIOL 201 Cell Function *3 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
-
- HIST 1300 Becoming America *4 semester hours* or
- HIST 1301 America and the Atlantic World 1450-1850 *4 semester hours* or
- HIST 1401 The United States and the Pacific World *4 semester hours*
-
- EDUR 400 Sociocultural Analysis of Education *3 semester hours*

Total: 14 semester hours

Spring Semester

- BIOL 202 Genetics *3 semester hours*
- ENVS 250 Earth Science *3 semester hours*
-
- University Core *3-4 semester hours*
-

- Elective *3-4 semester hours*
-
- Elective *3-4 semester hours*

Total: 15-18 semester hours

Junior Year

Fall Semester

- BIOL 318 Principles of Ecology *4 semester hours*
- PHYS 2500 General Physics I *4 semester hours*
- SCEM 370 Workshop Biology: Life Works I *3 semester hours*
- SCEM 371 Workshop Biology: Life Works I Laboratory *1 semester hours*
-
- Upper Division Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- SCEM 372 Workshop Biology: Life Works II *3 semester hours*
- SCEM 373 Workshop Biology: Life Works II Laboratory *1 semester hours*
- PHYS 2550 General Physics II *4 semester hours*
-
- University Core *3-4 semester hours*
-
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Senior Year

Fall Semester

- BIOL 351 General Physiology *3 semester hours*
- BIOL 352 General Physiology Lab *1 semester hours*
-
- Biology Upper Division Elective *3-4 semester hours*
- PHYS 2710 Astronomy *3 semester hours*
- SCEM 491 Science Education Internship *1 TO 4 semester hours* or SCEM 591 Science Education Internship *1 to 4 semester hours*
-
- University Core *3-4 semester hours*

Total: 14-19 semester hours

Spring Semester

- BIOL 474 Principles of Evolution *3 semester hours* or
- BIOL 475 Evolution *4 semester hours*

-
- ENVS 358 Environmental Chemistry: Water, Soil, and Sediment *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*

Total: 15-19 semester hours

Total: 126 semester hours

Note:

1. The course sequence in Mathematics depends on the results of the mathematics placement examination.
2. Each of the listed courses meets the US Constitution credential requirement for future teachers.
3. The science education internship is placed in the paradigm during the senior year where the units can be accommodated. However, students are encouraged to complete the internship requirement as early as possible after completion of their sophomore year.
4. Both ENVS 357 and ENVS 358 meet the environmental science requirement; however, ENVS 357 is offered in the Fall, therefore students must plan accordingly.

A minimum of 32 University Core semester hours are required. The sequence of the University Core courses should be discussed with the student's advisor.

Biology, B.S.

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.

Student learning outcomes for the B.S. degree in Biology:

- Demonstrate knowledge of the evolution of biological systems
- Demonstrate knowledge of the structure and function of biological systems
- Demonstrate knowledge of information flow, exchange, and storage in biological systems
- Demonstrate knowledge of pathways and transformations of energy and matter in biological systems
- Demonstrate knowledge of the interconnections and interactions in biological systems
- Be able to apply the scientific method to solve problems in biology
- Effectively communicate biological concepts in written and oral forms
- Have experience using field and laboratory skills
- Apply computational and quantitative methods to describe biological systems

Major Requirements, Lower Division: B.S. in Biology

- BIOL 101 General Biology I *3 semester hours* *
- BIOL 102 General Biology II *3 semester hours* *
- BIOL 111 General Biology I Lab *2 semester hours* *
- BIOL 112 General Biology II Lab *2 semester hours* *
- BIOL 190 Freshman Biology Seminar *0 semester hours*
- BIOL 201 Cell Function *3 semester hours* *
- BIOL 202 Genetics *3 semester hours* *
- CHEM 110 General Chemistry I *3 semester hours* *
- CHEM 111 General Chemistry I Lab *1 semester hours* *
- CHEM 112 General Chemistry II *3 semester hours* *
- CHEM 113 General Chemistry II Lab *1 semester hours* *
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- CHEM 222 Organic Chemistry II *3 semester hours*
- CHEM 223 Organic Chemistry II Lab *1 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours* *
-
- MATH 123 Calculus for the Life Sciences II *3 semester hours*
- or
- MATH 204 Applied Statistics *3 semester hours*
-
- PHYS 2500 General Physics I *4 semester hours*
- PHYS 2550 General Physics II *4 semester hours*

Note:

(MATH 131, MATH 132 may be substituted for MATH 122, MATH 123)

* 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, BIOL 102, BIOL 111, BIOL 112, BIOL 201, and BIOL 202, prior to becoming eligible to take any upper division biology course.

Major Requirements, Upper Division: B.S. in Biology

27 (B.S.) upper division semester hours in Biology, to be selected from the groups listed below, and include at least 7 lecture and 4 laboratory courses (these may include lecture/lab combinations, which are 4 semester hours, and a 2-semester-hour seminar or research course.

The following are required (a-h below):

(a) One course in Cell/Organism Function to be selected from:

- BIOL 335 Comparative Anatomy *4 semester hours*
- BIOL 340 Embryology *3 semester hours*
- BIOL 343 Developmental Biology *3 semester hours*

- BIOL 351 General Physiology *3 semester hours*
- BIOL 353 Plant Physiology *3 semester hours*
- BIOL 355 Plants, Pharmacy, and Medicine *3 semester hours*
- BIOL 356 Cell Biology *3 semester hours*
- BIOL 357 Comparative Animal Physiology *3 semester hours*
- BIOL 358 Hormones and Behavior *4 semester hours*
- BIOL 440 Molecular Neurobiology *3 semester hours*
- BIOL 445 Endocrinology *3 semester hours*
- BIOL 449 Immunology *3 semester hours*
- BIOL 450 Physiology of Disease *3 semester hours*
- BIOL 456 Molecular Cell Biology and Lab *4 semester hours*

(b) One course in Molecular Biology to be selected from:

- BIOL 330 Embryology and Development *4 semester hours*
- BIOL 343 Developmental Biology *3 semester hours*
- BIOL 356 Cell Biology *3 semester hours*
- BIOL 367 Biological Databases *3 semester hours*
- BIOL 370 Plant Biotechnology *3 semester hours*
- BIOL 375 Advanced Genetics *3 semester hours*
- BIOL 388 Biomathematical Modeling *3 semester hours*
- BIOL 437 Plant Development *3 semester hours*
- BIOL 439 Molecular Biology Applications *4 semester hours*
- BIOL 440 Molecular Neurobiology *3 semester hours*
- BIOL 443 Molecular Biology *3 semester hours*
- BIOL 456 Molecular Cell Biology and Lab *4 semester hours*
- BIOL 478 Molecular Biology of the Genome *4 semester hours*
- BIOL 479 Molecular Mechanisms of Disease *3 semester hours*

(c) One course in Organismal Diversity to be selected from:

- BIOL 311 Plant Interactions *3 semester hours*
- BIOL 312 Field Botany *4 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 328 Tropical Marine Ecology *3 semester hours*
- BIOL 333 Biology of Mammals *4 semester hours*
- BIOL 334 Invertebrate Zoology *4 semester hours*
- BIOL 335 Comparative Anatomy *4 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 355 Plants, Pharmacy, and Medicine *3 semester hours*
- BIOL 361 General Microbiology *3 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 460 Environmental Microbiology *3 semester hours*

(d) One course in Populations to be selected from:

- BIOL 304 Biostatistical Analysis *3 semester hours*

- BIOL 309 Applied Plant Ecology *3 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 315 World Vegetation Ecology *3 semester hours*
- BIOL 316 Island Biology *3 semester hours*
- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 321 Urban Ecology *3 semester hours*
- BIOL 328 Tropical Marine Ecology *3 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 423 Marine Conservation Biology *3 semester hours*
- BIOL 472 Epidemiology *3 semester hours*
- BIOL 474 Principles of Evolution *3 semester hours*
- BIOL 475 Evolution *4 semester hours*
- BIOL 477 Conservation Genetics *4 semester hours*

(e) Four laboratory courses to be selected from:

- BIOL 312 Field Botany *4 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 322 Urban Ecology Lab *1 semester hours*
- BIOL 325 Avian Biology Lab *1 semester hours*
- BIOL 330 Embryology and Development *4 semester hours*
- BIOL 333 Biology of Mammals *4 semester hours*
- BIOL 334 Invertebrate Zoology *4 semester hours*
- BIOL 335 Comparative Anatomy *4 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 341 Embryology Lab *1 semester hours*
- BIOL 344 Developmental Biology Lab *1 semester hours*
- BIOL 352 General Physiology Lab *1 semester hours*
- BIOL 354 Plant Physiology Laboratory *1 semester hours*
- BIOL 358 Hormones and Behavior *4 semester hours*
- BIOL 359 Cell Biology Laboratory *1 semester hours*
- BIOL 360 Comparative Animal Physiology Laboratory *1 semester hours*
- BIOL 362 General Microbiology Laboratory *1 semester hours*
- BIOL 363 Microbial Genomics Laboratory *1 semester hours*
- BIOL 364 Cell Culture Laboratory *1 semester hours*
- BIOL 368 Bioinformatics Laboratory *1 semester hours*
- BIOL 376 Genetics Laboratory *1 semester hours*
- BIOL 380 Tropical Marine Ecology Laboratory *1 semester hours*
- BIOL 381 Baja Marine Ecology Laboratory *1 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 424 Marine Physiology Laboratory *1 semester hours*
- BIOL 438 Plant Development Laboratory *1 semester hours*
- BIOL 439 Molecular Biology Applications *4 semester hours*
- BIOL 456 Molecular Cell Biology and Lab *4 semester hours*
- BIOL 475 Evolution *4 semester hours*
- BIOL 477 Conservation Genetics *4 semester hours*

- BIOL 478 Molecular Biology of the Genome *4 semester hours*

Note:

CHEM 371 can be used to count as an upper division biology lab in the major. Students who are minoring or majoring in biochemistry cannot use CHEM 371 to count as credit in both the biochemistry major/minor and biology major.

Note:

Classes above can only satisfy ONE area (a-d), even if listed in more than one.

(f) One 2-semester-hour 500-level seminar or research course

(g) Additional upper division biology courses (3 courses for the B.S.)

CHEM 370 can be used to count as an upper division biology elective in the major. In addition, one other upper division non-biology course can be used to count as an upper division biology elective in the major.

Students who wish to take a non-biology course (besides CHEM 370) for upper division biology elective credit must receive approval from the chairperson of the biology department prior to taking the course.

Students who are minoring or majoring in biochemistry cannot use CHEM 370 to count as credit in both the biochemistry major/minor and biology major.

(h) The above requirements (a-g) must also include:

(i) One plant biology course to be selected from:

- BIOL 309 Applied Plant Ecology *3 semester hours*
- BIOL 311 Plant Interactions *3 semester hours*
- BIOL 312 Field Botany *4 semester hours*
- BIOL 315 World Vegetation Ecology *3 semester hours*
- BIOL 353 Plant Physiology *3 semester hours*
- BIOL 355 Plants, Pharmacy, and Medicine *3 semester hours*
- BIOL 370 Plant Biotechnology *3 semester hours*
- BIOL 437 Plant Development *3 semester hours*
-
- AND

(ii) One field biology course to be selected from:

- BIOL 312 Field Botany *4 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 322 Urban Ecology Lab *1 semester hours*

- BIOL 325 Avian Biology Lab *1 semester hours*
- BIOL 328 Tropical Marine Ecology *3 semester hours*
- BIOL 333 Biology of Mammals *4 semester hours*
- BIOL 338 Animal Behavior *4 semester hours*
- BIOL 380 Tropical Marine Ecology Laboratory *1 semester hours*
- BIOL 422 Marine Biology *4 semester hours*
- BIOL 424 Marine Physiology Laboratory *1 semester hours*

Note:

BIOL 312 can satisfy only one of these two categories (either plant OR field, not both).

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.

B.S. Degree--Biology Curriculum

(124 S.H.)*

Freshman Year

Fall Semester

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- BIOL 190 Freshman Biology Seminar *0 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours ***
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 15-16 semester hours

Spring Semester

- BIOL 102 General Biology II *3 semester hours*
- BIOL 112 General Biology II Lab *2 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*

- CHEM 113 General Chemistry II Lab *1 semester hours*
-
- MATH 123 Calculus for the Life Sciences II *3 semester hours* or
- MATH 204 Applied Statistics *3 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- BIOL 201 Cell Function *3 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
-
- University Core *4 semester hours*
-
- University Core *4 semester hours*

Total: 15 semester hours

Spring Semester

- BIOL 202 Genetics *3 semester hours*
- CHEM 222 Organic Chemistry II *3 semester hours*
- CHEM 223 Organic Chemistry II Lab *1 semester hours*
-
- University Core *4 semester hours*
-
- University Core *4 semester hours*

Total: 15 semester hours

Junior Year

Fall Semester

- - BIOL Upper Division *4 semester hours*
- PHYS 2500 General Physics I *4 semester hours* ***
 - - University Core *4 semester hours*
- - - University Core *4 semester hours* or
 - - Elective *4 semester hours*****

Total: 16 semester hours

Spring Semester

- - BIOL Upper Division *4 semester hours*
- - BIOL Upper Division *3 semester hours*
- PHYS 2550 General Physics II *4 semester hours*
 - - University Core *4 semester hours*

Total: 15 semester hours

Senior Year

Fall Semester

- BIOL Upper Division *4 semester hours*
- BIOL Upper Division *3 semester hours*
- BIOL Seminar or Research *2 semester hours*
- Upper Division Elective *3 semester hours*
- Upper Division Elective *4 semester hours*

Total: 16 semester hours

Spring Semester

- BIOL Upper Division *4 semester hours*
- BIOL Upper Division *3 semester hours*
- Upper Division Elective *3 semester hours*
- Elective *3 semester hours*
- Elective *3 semester hours*

Total: 16 semester hours

Total: 124 semester hours

** A minimum of 124 semester hours including 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 MATH 131 may begin the physics sequence in the Fall semester of either the sophomore or junior year.*

****** A minimum of 32 core semester hours are required. The sequence of the University Core courses should be discussed with the student's advisor.**

Minor

Biology Minor

Minor Requirements

- BIOL 101 General Biology I 3 semester hours
- BIOL 102 General Biology II 3 semester hours
- BIOL 111 General Biology I Lab 2 semester hours
- BIOL 112 General Biology II Lab 2 semester hours
- BIOL 201 Cell Function 3 semester hours
- BIOL 202 Genetics 3 semester hours
- CHEM 110 General Chemistry I 3 semester hours
- CHEM 112 General Chemistry II 3 semester hours
- - Plus 7 semester hours in upper division BIOL courses

Note:

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.

Faculty

Chairperson: David A. Moffet

Professors: S. W. Tina Choe, Lambert A. Doezema, Emily A. Jarvis, James M. Landry, Jeremy E.B. McCallum, David A. Moffet

Associate Professors: Nicole C. Bouvier-Brown, Kathryn D. Mouzakis, Thomas J. Reilly

Assistant Professors: Stephen T. Heller, Sarah F. Mitchell

Senior Instructor: Robert Senter

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.

Bachelors

Biochemistry, B.S.

Objectives

The Bachelor of Science in Biochemistry degree program 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.

Students may elect to receive an American Chemical Society (ACS) certified degree for the Biochemistry degree program by taking specific courses outlined below. The ACS-certified degree, approved by the Committee on Professional Training of the American Chemical Society (ACS), 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.

Student learning outcomes for the biochemistry major:

- Students understand essential concepts in chemistry and biochemistry.
- Students exhibit competence in the chemistry/biochemistry laboratory.
- Students demonstrate the ability to think critically in analyzing scientific information and problem solving.
- Students will demonstrate effective written and oral communication skills.
- Students are knowledgeable about career opportunities in the chemical sciences.
- Students appreciate the value of science to society.

Major Requirements

Lower Division Requirements: Biochemistry

- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- CHEM 190 World of Chemistry and Biochemistry *1 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- CHEM 222 Organic Chemistry II *3 semester hours*
- CHEM 223 Organic Chemistry II Lab *1 semester hours*
- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- BIOL 201 Cell Function *3 semester hours*
- BIOL 202 Genetics *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*

Note:

A grade of at least C (2.0) is required in each of the CHEM courses. With approval of the Chairperson, MATH 122 and MATH 123; PHYS 2500 and PHYS 2550 may be substituted for MATH 131 and MATH 132; PHYS 1100 and PHYS 2100. An average of C (2.0) is required for the BIOL, MATH, and PHYS courses.

Upper Division Requirements: Biochemistry

32 upper division semester hours of CHEM and CHEM/BIOL courses, including

- CHEM 340 Physical Chemistry *3 semester hours*
- CHEM 341 Physical Chemistry Lab *1 semester hours*
- CHEM 360 Analytical Chemistry and Lab *4 semester hours*
- CHEM 370 Biochemistry *3 semester hours*
- CHEM 371 Biochemistry Lab *1 semester hours*
- CHEM 372 Advanced Biochemistry *3 semester hours*
- CHEM 373 Advanced Biochemistry Lab *1 semester hours*
- CHEM 390 Chemistry Seminar *1 semester hours*
- CHEM 391 Chemistry Seminar *1 semester hours*
- CHEM 490 Chemistry Seminar *1 semester hours*
- CHEM 491 Chemistry Seminar *1 semester hours*

The remaining semester hours

may be fulfilled with any upper division chemistry electives or upper division biology electives approved by and selected in conjunction with your academic advisor/chairperson from:

- BIOL 330 Embryology and Development *4 semester hours*
- BIOL 351 General Physiology *3 semester hours*
- BIOL 353 Plant Physiology *3 semester hours*
- BIOL 356 Cell Biology *3 semester hours*
- BIOL 359 Cell Biology Laboratory *1 semester hours*
- BIOL 361 General Microbiology *3 semester hours*
- BIOL 367 Biological Databases *3 semester hours*
- BIOL 368 Bioinformatics Laboratory *1 semester hours*
- BIOL 437 Plant Development *3 semester hours*
- BIOL 439 Molecular Biology Applications *4 semester hours*
- BIOL 443 Molecular Biology *3 semester hours*
- BIOL 445 Endocrinology *3 semester hours*
- BIOL 449 Immunology *3 semester hours*
- BIOL 478 Molecular Biology of the Genome *4 semester hours*
- BIOL 479 Molecular Mechanisms of Disease *3 semester hours* or
 - By consent of the Chairperson.

Note:

Except for CHEM 390 and CHEM 490, an average grade of C (2.0) is required for courses 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/CHEM 497. A maximum of 12 semester hours of Chemistry/Biochemistry Internship and/or Directed Research (CHEM 393, CHEM 397, CHEM 493, CHEM 497) may be included toward the total baccalaureate requirement. CHEM courses with Credit/No Credit grading do not count toward the upper division elective requirements of the major.

To be eligible for the Dean's list, students must have completed 14 semester hours at LMU for that semester.

Biochemistry Curriculum

(124 S.H.)

Freshman Year

Fall Semester

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 190 World of Chemistry and Biochemistry *1 semester hours*
- MATH 131 Calculus I *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 18 semester hours

Spring Semester

- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 16 semester hours

Sophomore Year

Fall Semester

- BIOL 201 Cell Function *3 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- - University Core *4 semester hours*

Total: 15 semester hours

Spring Semester

- BIOL 202 Genetics *3 semester hours*

- CHEM 222 Organic Chemistry II *3 semester hours*
- CHEM 223 Organic Chemistry II Lab *1 semester hours*
- CHEM 360 Analytical Chemistry and Lab *4 semester hours*
 - - University Core *4 semester hours*

Total: 15 semester hours

Junior Year

Fall Semester

- CHEM 340 Physical Chemistry *3 semester hours*
- CHEM 341 Physical Chemistry Lab *1 semester hours*
- CHEM 370 Biochemistry *3 semester hours*
- CHEM 371 Biochemistry Lab *1 semester hours*
- CHEM 390 Chemistry Seminar *1 semester hours*
 - - University Core *4 semester hours*
 - - University Core *4 semester hours*

Total: 17 semester hours

Spring Semester

- CHEM 372 Advanced Biochemistry *3 semester hours*
- CHEM 373 Advanced Biochemistry Lab *1 semester hours*
- CHEM 391 Chemistry Seminar *1 semester hours*
 - - CHEM Upper Division Elective *3 semester hours*
 - - University Core *4 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- CHEM 491 Chemistry Seminar *1 semester hours*
 -
 - CHEM/BIOL Upper Division Elective *3 semester hours*
 -
 - University Core/Elective *4 semester hours**
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- CHEM 490 Chemistry Seminar *1 semester hours*
 -
 - CHEM/BIOL Upper Division Elective *3 semester hours*
 -
 - CHEM/BIOL Upper Division Elective *3 semester hours*
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 13-15 semester hours**

Total: 124 semester hours

Note:

*Biochemistry majors are required to complete 32 semester hours of core courses to satisfy the University Core requirements.

**Dean's list requires minimum 14 semester hours.

***Students electing to receive an American Chemical Society (ACS) certified degree for the Biochemistry degree program must successfully pass CHEM 330: Inorganic Chemistry and any CHEM Upper Division Elective that has a laboratory component. Please consult with your academic advisor on which specific courses meet this laboratory requirement.

Chemistry, B.S.

Objectives

The Bachelor of Science in Chemistry degree program 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 analytical, organic, inorganic, or physical chemistry or health sciences-which include but are not limited to medicine, pharmacy, dentistry, optometry-and areas such as forensics, environmental chemistry, education, etc.

The Bachelor of Science in Chemistry 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.

Student learning outcomes for the chemistry major:

- Students understand essential concepts in chemistry and biochemistry.
- Students exhibit competence in the chemistry/biochemistry laboratory.
- Students demonstrate the ability to think critically in analyzing scientific information and problem solving.
- Students will demonstrate effective written and oral communication skills.
- Students are knowledgeable about career opportunities in the chemical sciences.
- Students appreciate the value of science to society.

Major Requirements

Lower Division Requirements: Chemistry

- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- CHEM 190 World of Chemistry and Biochemistry *1 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- CHEM 222 Organic Chemistry II *3 semester hours*
- CHEM 223 Organic Chemistry II Lab *1 semester hours*
- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*

Note:

A grade of at least C (2.0) is required in each of the CHEM courses. With approval of the Chairperson, MATH 122 and MATH 123; PHYS 2500 and PHYS 2550 may be substituted for MATH 131 and MATH 132; PHYS 1100 and PHYS 2100. An average of C (2.0) is required for the BIOL, MATH, and PHYS courses.

Upper Division Requirements: Chemistry

32 upper division semester hours of CHEM courses, including

- CHEM 330 Inorganic Chemistry *3 semester hours*
- CHEM 331 Inorganic Chemistry Lab *1 semester hours*
- CHEM 340 Physical Chemistry *3 semester hours*
- CHEM 341 Physical Chemistry Lab *1 semester hours*
- CHEM 342 Advanced Physical Chemistry *3 semester hours*
- CHEM 360 Analytical Chemistry and Lab *4 semester hours*
- CHEM 370 Biochemistry *3 semester hours*
- CHEM 371 Biochemistry Lab *1 semester hours*
- CHEM 390 Chemistry Seminar *1 semester hours*
- CHEM 391 Chemistry Seminar *1 semester hours*
- CHEM 490 Chemistry Seminar *1 semester hours*
- CHEM 491 Chemistry Seminar *1 semester hours*
- The remaining semester hours may be fulfilled with any upper division chemistry electives or other CSE upper division electives approved by and selected in conjunction with your academic advisor/chairperson.

Except for CHEM 390 and CHEM 490, an average grade of C (2.0) is required for courses 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/CHEM 497. A maximum of 12 semester hours of Chemistry/Biochemistry Internship and/or Directed Research (CHEM 393, CHEM 397, CHEM 493, CHEM 497) may be included toward the 124-hour baccalaureate requirement. CHEM courses with Credit/No Credit grading do not count toward the upper division elective requirements of the major.

To be eligible for the Dean's list, students must have completed 14 semester hours at LMU for that semester.

Chemistry Curriculum

(124 S.H.)

Freshman Year

Fall Semester

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 190 World of Chemistry and Biochemistry *1 semester hours*
- MATH 131 Calculus I *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 18 semester hours

Spring Semester

- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 16 semester hours

Sophomore Year

Fall Semester

- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- - University Core *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- CHEM 222 Organic Chemistry II *3 semester hours*

- CHEM 223 Organic Chemistry II Lab *1 semester hours*
- CHEM 360 Analytical Chemistry and Lab *4 semester hours*
 -
 - University Core *4 semester hours*
 -
 - University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- CHEM 340 Physical Chemistry *3 semester hours*
- CHEM 341 Physical Chemistry Lab *1 semester hours*
- CHEM 370 Biochemistry *3 semester hours*
- CHEM 371 Biochemistry Lab *1 semester hours*
- CHEM 390 Chemistry Seminar *1 semester hours*
 -
 - University Core *4 semester hours*
 -
 - University Core *4 semester hours*

Total: 17 semester hours

Spring Semester

- CHEM 342 Advanced Physical Chemistry *3 semester hours*
- CHEM 391 Chemistry Seminar *1 semester hours*
 -
 - CHEM Upper Division Elective *3 semester hours*
 -
 - University Core/Elective *4 semester hours**
 -
 - Elective *3-4 semester hours*

Total: 14-15 semester hours

Senior Year

Fall Semester

- CHEM 330 Inorganic Chemistry *3 semester hours*
- CHEM 331 Inorganic Chemistry Lab *1 semester hours*
- CHEM 491 Chemistry Seminar *1 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 14-17 semester hours

Spring Semester

- CHEM 490 Chemistry Seminar *1 semester hours*
 - - CHEM Upper Division Elective *3 semester hours*
 - - CHEM Upper Division Elective *3 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 13-15 semester hours**

Total: 124 semester hours

Note:

*Chemistry majors are required to complete 32 semester hours of core courses to satisfy the University Core requirements.

**Dean's list requires minimum 14 semester hours.

Minor

Biochemistry Minor

Minor Requirements: Biochemistry

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- BIOL 201 Cell Function *3 semester hours*
- BIOL 202 Genetics *3 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- CHEM 222 Organic Chemistry II *3 semester hours*
- CHEM 223 Organic Chemistry II Lab *1 semester hours*
- CHEM 370 Biochemistry *3 semester hours*

And 4 additional upper division semester hours selected from

- CHEM 371 Biochemistry Lab *1 semester hours*
- CHEM 372 Advanced Biochemistry *3 semester hours*
- CHEM 373 Advanced Biochemistry Lab *1 semester hours*
- CHEM 434 Bioinorganic Chemistry *3 semester hours*
- CHEM 476 Advanced Topics in Biochemistry and Biotechnology *3 semester hours*
- CHEM 478 Introduction to Virology *3 semester hours*
- CHEM 480 Medicinal Chemistry *3 semester hours*
- CHEM 482 Toxicology *3 semester hours* or
 - Other advanced biochemical elective including one upper division laboratory course.

Note:

These must be selected under the direction of the Chairperson of the Department. CHEM 370 and other upper division courses used for the minor cannot also count toward the individual's major. A grade of C (2.0) is required for CHEM courses included in the lower division requirements of the minor. An average grade of C (2.0) is required for all other courses included in the requirements of the minor.

Chemistry Minor

Minor Requirements: Chemistry

- BIOL 101 General Biology I 3 semester hours
- BIOL 111 General Biology I Lab 2 semester hours
- CHEM 110 General Chemistry I 3 semester hours
- CHEM 111 General Chemistry I Lab 1 semester hours
- CHEM 112 General Chemistry II 3 semester hours
- CHEM 113 General Chemistry II Lab 1 semester hours
- CHEM 220 Organic Chemistry I 3 semester hours
- CHEM 221 Organic Chemistry I Lab 1 semester hours
- CHEM 222 Organic Chemistry II 3 semester hours
- CHEM 223 Organic Chemistry II Lab 1 semester hours
- - A minimum of 7 upper division semester hours of CHEM courses including one upper division laboratory course.

Note:

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 at least C (2.0) is required for CHEM courses included in the lower division requirements of the minor. An average grade of C (2.0) is required for all other courses included in the requirements of 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.

Computer Science

Faculty

Chairperson: Raymond J. Toal

Professors: John David N. Dionisio, Raymond J. Toal

Associate Professor: Barbara E. Marino

Assistant Professors: Andrew Forney, Jordan Freitas, Mandy Korpusik, Delaram Yazdansepas

Clinical Professor: Robert W. Johnson

Visiting Assistant Professor: Sandra Batista

Lecturers: Tyler Edmiston, Josh Morgan, Scott Niebuhr, Sheldon Schiffer, Margaret Shih, Masahji Stewart, Bonne Triezenberg, Alissa Volosin

Description

The Department of Computer Science provides undergraduate and graduate programs featuring courses and laboratories in data structures and algorithms, computation theory, artificial intelligence and machine learning, computer systems, computer graphics and user experience, programming languages and translation, database systems, human factors and ethics, as well as other traditional, modern, and interdisciplinary subject areas.

Mission

Loyola Marymount University's Department of Computer Science aims to prepare the next generation of academically well-rounded, technically adept, and socially responsible computing specialists. Through a rigorous, personalized, and interdisciplinary curriculum that mingles theory and practice, graduates are empowered to make an impact in any of computing's industrial, scholarly, and entrepreneurial futures.

Bachelors

Computer Science, B.S.

Program Educational Objectives

The program educational objectives are:

1. Preparation for both professional practice and advanced study
2. Promotion of the ideas of life-long learning
3. Development of self-fulfillment, confidence, and belonging within the discipline of computer science
4. Development of ethical values and personal responsibility
5. Encouragement of inter- and intradisciplinary exploration

The program educational objectives are met by a modern curriculum that balances computing practices with the fundamental theories of computer science. Mathematics, projects, and digital hardware courses are important components of the curriculum. In addition to traditional technical courses, and in keeping with the Jesuit tradition of educating the whole person, the curriculum includes studies in the humanities, communications, social sciences, and 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.

Student Outcomes

Graduates of the Computer Science undergraduate program will be able to:

1. Communicate the purpose and technical details of a software system
2. Work effectively as a team member
3. Apply the right language or tool for a given computing task
4. Design, implement, test, and evaluate software components and systems

Transfer Requirements

Students interested in transferring into the Computer Science undergraduate program must complete MATH 131, CMSI 1010, and CMSI 2120 with a minimum grade of B (3.0) in each course before being considered. Final approval of the transfer request resides with the department chair.

Graduation Requirements

Department criteria for graduation include (1) completion of at least 124 semester hours covering all requirements below, with (2) a minimum of 45 semester hours of upper division courses, and (3) a minimum grade point average of C (2.0) in the upper division courses. The course requirements fall into five areas:

- Computer Science Foundational Knowledge and Skills: CMSI 1010 Computer Programming & Laboratory; CMSI 1900 Exploring Computer Science; CMSI 2120 Data Structures & Applications; CMSI 2130 Algorithms & Analysis; CMSI 2820 Discrete Mathematics for Computer Science; CMSI 2210 Computer Systems Organization; EECE 2242 Logic & Computer Design.
- CMSI 2820 may be replaced with both MATH 248 and MATH 366. This substitution is recommended for students wishing to double major or minor in mathematics.
- Computer Science Explorations: These courses build on foundational knowledge and skills in order to deepen undergraduate-level exposure to the field. In addition to a fixed set of explorations courses required of all majors, students must select four or more breadth explorations courses that include at least one course from three distinct tracks, determined in consultation with the student's academic advisor. Students have the flexibility to emphasize breadth by continuing to select courses across multiple tracks or emphasize depth by focusing on courses within a single track aligning to more specialized interests.
- CMSI 3801 Languages and Automata I; CMSI 3802 Languages and Automata II

- Four (4) total courses, one from each of the three tracks listed below, plus one additional upper division computer science course, not limited to the selections below.
- Artificial Intelligence (AI)-This track prepares students to address modern problems in machine learning, intelligent agent design, and the data sciences, extending both industry capabilities and theoretic development for academia: CMSI 3300 Introduction to Artificial Intelligence, CMSI 4320 Cognitive Systems, CMSI 5330 Data Science, CMSI 5350 Machine Learning, CMSI 5370 Natural Language Processing
- Systems/Architecture (SA)-This track focuses on the architecture and design of hardware and software systems, along with security and privacy issues relating to systems and networks: CMSI 3520 Introduction to Database Systems, CMSI 3550 Networks, CMSI 3510 Operating Systems, EECE 3140 Microprocessor and Microcontroller Systems
- Games and Interaction (GI)-This track provides an in-depth examination of both game design (the rules, objectives, etc. that make games successful) and development (the implementation of a designed game), alongside the underpinning theories of user interaction and computer graphics: CMSI 3700 Interaction Design, CMSI 3710 Computer Graphics, CMSI 3751 Game Design, CMSI 3752 Game Development
- Computer Science Applications, Integration, and Mastery: One of CMSI 2021 or CMSI 2022; one of CMSI 4071 or CMSI 4081; one of CMSI 4072 or CMSI 4082
- Mathematics Core: MATH 131; MATH 132; MATH 250; MATH 360
- MATH 360 may be replaced with both CMSI 3300 and CMSI 4320
- University Core: A minimum of 32 semester hours that must include the following:

Course	Semester Hours
FFYS 1000	3 or 4
RHET 1000	3 or 4
Philosophical Inquiry	4

Theological Inquiry	4
American Diversity	4
Faith and Reason	4
Ethics and Justice	4
Additional Explorations or Integrations courses where necessary to achieve the 32-semester hour minimum. Some CMSI courses, such as 3700 and 3710, already fulfill the core requirements of this section.	As needed

- Free Electives: Courses necessary to bring the total semester hour count to 124. Students will normally prepare a coherent program of electives and related core courses with a faculty advisor. Students may use elective slots for additional Computer Science courses, either emphasizing breadth by taking courses across multiple tracks, or depth by selecting multiple courses within a track. Students may also use free electives to help pursue a second major or minor or take any combination of courses that suits their interests. Example elective groups include, but are by no means limited to:
 - Business and Information Management: Selected electives from economics or business and multiple courses from Information Systems and Business Analytics, such as ISBA 3720 Systems Analysis and Design.
 - Scientific Computing: Three suitable science courses and two math courses outside the Computer Science Mathematics Core with a computational component.
 - Games and Animation: The Games and Interaction computer science track can be supplemented with several suitable animation (ANIM) courses and one physics course, preferably PHYS 1100 Introduction to Mechanics.
 - Mathematics: Courses selected from Calculus III, Differential Equations, Abstract Algebra, Methods of Applied Math, Real Variables, Complex Variables, Topology, or any upper division mathematics course.
 - Cognitive Science: The Artificial Intelligence computer science track can be supplemented with PSYC 2003 Brain and Behavior (with appropriate PSYC prerequisites), PSYC 4001 Cognitive Neuroscience (with appropriate prerequisites). One or more courses in linguistics or the philosophy of language and thought are recommended.
 - General Breadth: Any number of free electives to create a broad-based education. A mix of martial arts, languages, music or music theory, film, animation, psychology, and various selections from the humanities, communications, and creative arts are common choices.

Curriculum

A typical course of study leading to the B.S. degree in computer science is as follows. Note that this chart is not a substitute for the official requirements above. Students must consult with an academic advisor to ensure all graduation requirements are satisfied and that 124 total semester hours are completed.

Freshman Year

Fall Semester

- CMSI 1010 Computer Programming and Laboratory *4 semester hours*
- MATH 131 Calculus I *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *4 semester hours*
- CMSI 1900 Exploring Computer Science *0 semester hours*

Total: 15-16 semester hours

Spring Semester

- CMSI 2120 Data Structures and Applications *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *4 semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- CMSI 2130 Algorithms and Analysis *4 semester hours*
- CMSI 2210 Computer Systems Organization *4 semester hours*
- CMSI 2021 Web Application Development *2 semester hours*
- CMSI 2820 Discrete Mathematics for Computer Science *4 semester hours*

- - Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- MATH 250 Linear Algebra *3 semester hours*
- CMSI 2022 Mobile Application Development *2 semester hours* *
 - - University Core *4 semester hours*
 - Elective *3-4 semester hours*

Total: 15-18 semester hours

Junior Year

Fall Semester

- CMSI 3801 Languages and Automata I *4 semester hours*
 - - CMSI Breadth Elective *4 semester hours*
 - University Core *4 semester hours*
 - Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- CMSI 3802 Languages and Automata II *4 semester hours*
 - - CMSI Breadth Elective *4 semester hours*
 - University Core *4 semester hours*
- MATH 360 Introduction to Probability and Statistics *3 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- CMSI 4071 Senior Project I *4 semester hours*
- or CMSI 4081 *4 semester hour*
 - - CMSI Breadth Elective *4 semester hours*
 - Elective or University Core if needed** *4 semester hours*
 - Elective *0-6 semester hours*

Total: 12-18 semester hours

Spring Semester

- CMSI 4072 Senior Project II *4 semester hours* or CMSI 4082 *4 semester hours*
 - - CMSI Breadth Elective *4 semester hours*
 - Elective or University Core if needed *4 semester hours***
 - Elective *0-6 semester hours*

Total: 12-18 semester hours

Notes

*Only one of CMSI 2021 or CMSI 2022 is required, though students are welcome to take both.

**Students that take Computer Science breadth electives that also satisfy university core requirements (e.g., CMSI 3700 and CMSI 3710) will be able to take additional free electives.

Dual-Degree

Dual M.S. in Computer Science/Master of Business Administration

The mission of the Dual Degree MS in Computer Science / MBA program is to educate working professionals in the computer-science and business disciplines that will make them leaders of complex technical endeavors within their sponsoring organizations.

The dual degree MS/MBA program will confer two degrees upon its graduates: an MBA and an MS in Computer Science. Taking the dual degree program saves the student several courses compared to the two programs taken separately. Students may also obtain either the MS in Computer Science degree or the MBA degree as stand-alone by fulfilling the individual degree requirements.

The dual degree program is designed to be completed in approximately three years. Typically, computer-science classes are completed first, followed by taking the required classes in the MBA program.

Program Educational Objectives (PEOs), Student Outcomes (SOs), and Learning Outcomes (LOs)

The PEOs and SOs of the MS degree and the LOs of the MBA degree are the same as those of the stand-alone degrees.

Admission Requirements

Students seeking admission should have completed an undergraduate program in computer science, mathematics, or other closely related field. Additional coursework may be recommended or required as a condition of admission for applicants that have not completed an undergraduate program in computer science.

Each of the two programs, MBA and MS in Computer Science, will review applications to the dual-degree program, and admission to the dual degree program will be granted only when each individual program recommends admission. Applicants who do not qualify for the dual-degree program must apply separately to the single degree program of interest.

Prospective students need to submit only one application to the LMU Graduate Division. Applicants must submit:

- Application fee
- GMAT or GRE score for admission into the College of Business Administration. The GMAT/GRE waiver policy and school codes are listed in the MBA program website.
- Transcript documenting the Bachelor's degree with a GPA of 3.0 or better, and transcripts from every college or university attended, whether or not a degree was earned
- Resume
- Personal statement discussing how the dual degree program supports the applicant's professional development
- (Optional) Two letters of recommendation
- Two years of full-time work experience is preferred

Graduation Requirements

Students enrolled in the Dual Degree MS/MBA Program are jointly advised by the program directors of the MS in Computer Science and MBA programs. Students can begin the dual degree program in any semester. It is recommended that incoming students take a full course load of computer-science courses the first year and begin the MBA curriculum in year two. Additional computer-science courses can be completed in year three.

Students need to complete 36 units of MBA courses (i.e., MBA curriculum without emphasis/specialization) and 24 units of computer-science courses (i.e., the MS in Computer Science curriculum without 6 units of elective courses) with a cumulative grade point average of

at least B (3.0). Therefore, students need to complete a total of 60 units to graduate. 15 units of computer-science courses will be used to satisfy the emphasis/concentration requirement of the MBA degree. 6 units of MBA courses will be used to satisfy elective requirements of the MS degree. Of the computer-science coursework, 15 units must be completed at the 600-level, and courses at the 500-level must be completed with a grade of B (3.0) or better.

When the course requirements outlined above are completed, the student will be awarded both the MBA degree and the MS degree in Computer Science.

Masters

Computer Science, M.S.

The graduate program in Computer Science is designed to provide theoretical knowledge as well as practical applications in the areas of software architecture, artificial intelligence, cybersecurity, and computer networks. In this program, working professionals are given an opportunity to continue their education on a part-time basis, while full-time students have the opportunity to conduct research under the guidance of a faculty advisor. Upon graduation from the program, students will be conferred the degree Master of Science (M.S.) in Computer Science.

Graduate Director: [Robert Johnson](#)

Pereira Hall, Room 220
310.338.1938

Program Educational Objectives

The Computer Science graduate program educational objectives are:

1. The development of in-depth expertise for a successful career and/or a successful undertaking of further graduate level studies in computer science and related fields
2. The ability to meet the challenges of the future through continuing professional growth
3. An exhibition of concern for social and environmental impact of computing-related decisions and applications

Student Outcomes

Upon successful completion of the Computer Science graduate program, students will be able to:

- a. Demonstrate technical skill in advanced computer programming and applications
- b. Demonstrate deep technical computing skills in at least one specialty area within computer science

- c. Apply system design and integration skills to effectively integrate software intensive systems throughout their life cycle
- d. Conduct graduate level research with adequate research skills including information literacy and self-learning
- e. Utilize project management skills to effectively manage complex software development and integration activities
- f. Apply state-of-the-art technologies in computing

Admission Requirements

Students seeking admission should have completed an undergraduate program in computer science, mathematics, 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. Additional coursework may be recommended or required as a condition of admission for applicants that have not completed an undergraduate program in computer science or mathematics.

The undergraduate preparation of all applicants, regardless of their previous degrees, should include the following subject areas:

- Computer Programming (CMSI 1010)
- Data Structures and Algorithms (CMSI 2120)
- Computer Systems Organization (CMSI 2210)

and at least one of the following:

- Microprocessors and Microcontroller Systems (EECE 3140)
- Operating Systems (CMSI 3510)
- Programming Languages (CMSI 3801)

These courses need not be taken at Loyola Marymount University. However, the student should make certain that courses taken elsewhere satisfy the above requirements. Applicants who do not have adequate background in Computer Science might be required to take additional undergraduate courses.

Transfer Credit: Students may transfer six (6) semester hours for courses completed at another regionally accredited college or university. Credits to be transferred must be taken prior to admission. Each transferred course grade must be at least B (3.0), and the course must not have been used to satisfy degree requirements at another college or university.

Graduation Requirements

A degree candidate is required to complete, with a cumulative grade point average of at least B (3.0), a program of study comprising a minimum of thirty (30) or more semester hours of graduate-level coursework (i.e., 500-level or 600-level courses). Additional prerequisite (undergraduate) courses may be required as deemed appropriate by the advisor in consultation with the department. Of the graduate-level coursework, at least fifteen (15) 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 EECE courses offered by this department, as well as appropriate courses from mathematics or other disciplines. At least twenty-four (24) semester hours must be in CMSI courses.

The program of study must include the following courses: (1) CMSI 583 Computability and Complexity, (2) CMSI 585 Programming Language Semantics, and (3) CMSI 694 Graduate Capstone Project or two or more Master's Thesis courses (CMSI 695 Master's Thesis I, CMSI 696 Master's Thesis II, CMSI 697 Master's Thesis III). One or more of the 500-level required courses may be waived if the student demonstrates satisfactory completion of a similar course. Waived courses will be replaced by electives at the 500 or 600 level.

Curriculum

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. The 30 semester hours of required coursework is allocated as follows:

- CMSI 583 Computability and Complexity *3 semester hours*
- CMSI 585 Programming Language Semantics *3 semester hours*
 - - Elective *3 semester hours*
 - - Elective *3 semester hours*
 - - Elective *3 semester hours*
 - - Elective *3 semester hours*
 - - One of the following three options:
- Option 1:
 - - Elective *3 semester hours*
 - - Elective *3 semester hours*
- CMSI 694 Graduate Capstone Project *3 semester hours*
- Option 2:
 - - Elective *3 semester hours*
- CMSI 695 Master's Thesis I *3 semester hours*
- CMSI 696 Master's Thesis II *3 semester hours*
- Option 3:
 - - CMSI 695 Master's Thesis I
 - - CMSI 696 Master's Thesis II
 -

- CMSI 697 Master's Thesis III

Master's Thesis Option

Preparation of a Master's Thesis is optional and can fulfill up to a maximum of 9 semester hours of elective course requirements. The student electing the thesis option must obtain a thesis advisor before Departmental consent will be considered, and the thesis must conform to the Frank R. Seaver College of Science and Engineering requirements. The thesis and associated work are intended to advance the state of knowledge in the thesis subject not rehash previous work by others or a serve as a "literature search." To the extent possible, there should be some experimental work involved. The thesis ideally will form the basis for a paper or article, produced by a student, which would be submitted and published in a peer-reviewed journal or presented at a professional organization's conference. A thesis is completed after being successfully defended to the thesis committee. With direction from the Program Director, a thesis committee will be formed. The thesis committee consists of the student's thesis advisor, a full-time faculty member from the student's department, and a third member from other than the student's department.

Requirements for the Combined B.S./M.S. Degrees, major in Computer Science

This combined B.S./M.S. program is designed for LMU students to continue their studies in the Computer Science M.S. program immediately following their B.S. degree. The program allows students to complete the M.S. degree in one year.

Only LMU students in their senior year of Computer Science or Electrical Engineering with emphasis in Computer Engineering with a GPA of 3.0 or greater are eligible to apply. Students can enter this program any term immediately following completion of their undergraduate degree requirements. The candidate for the combined B.S./M.S. degree in Computer Science must satisfy the following requirements:

1. One Frank R. Seaver College of Science and Engineering 500-level course taken as an undergraduate may count toward the M.S. degree. This course can be double-counted for the B.S. degree and the M.S. degree.
2. In addition, for an admitted student, an additional Frank R. Seaver College of Science and Engineering 500-level course may be taken in their senior year that counts towards the M.S. degree and not the B.S. degree. This potentially reduces the total number of additional semester hours after earning the B.S. degree to 24.
3. The student should take two 500- or 600-level courses during summer following the senior year.
4. Complete CMSI 583 Computability and Complexity and two CMSI 500- or 600-level courses during Fall following the senior year.
5. Complete CMSI 585 Programming Language Semantics, CMSI 694 Graduate Capstone Project, and one CMSI 500- or 600-level course during Spring following the senior year.
6. 500-level courses already completed for the B.S. degree cannot be retaken.
7. The student may select the thesis option before the end of second semester of senior year with consent from the academic advisor and graduate program director.

Minor

Computer Science Minor

A minor in computer science is also available, with the following requirements:

1. (a) CMSI 1010 and CMSI 2120, or (b) ENGR 160 and CMSI 3630
2. (a) CMSI 2130 , or (b) CMSI 2210 or (c) CMSI 2820
3. Enough upper division CMSI electives to reach 18 total units

Interactive, Gaming, and Immersive Media

For more information go to: [Interactive, Gaming, and Immersive Media](#)

Civil and Environmental Engineering

Faculty

Chairperson: Donald Kendall*

Professors: Rachel G. Adams, Michael E. Manoogian*, Jeremy S. Pal, Joseph C. Reichenberger*, William J. Trott*

Assistant Professors: Sunai Kim*, Joseph Weber*

Clinical Professor: Donald Kendall*

Professor Emeriti: Roger Tim Huag*, Michael E. Mulvihill*

Lecturers: Melodie Grubbs, Dennis Kasper*, Daniel Samaro*

Graduate Program Director: Jeremy S. Pal

* Registered Professional Engineer

Description

The civil engineer applies a wide spectrum of engineering, scientific, and economic principles to plan, design, and oversee a wide variety of private infrastructure 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, renewable energy systems, and powerplants.

Program Mission

The mission of the Department of Civil and Environmental Engineering 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 to meet the challenges of an ever-changing, complex world through a dynamic engineering program.

Bachelors

Civil Engineering, B.S.E.

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. A number of electives provides the student with the opportunity to specialize in the following areas of concentration:

- Structures
- Water Resources
- Environmental
- Geotechnical
- Transportation
- Sustainability

Accreditation

The Civil Engineering undergraduate program is accredited by the Engineering Accreditation Commission of the ABET, <http://www.abet.org>.

Program Educational Objectives

The Civil Engineering undergraduate 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 and/or other professional fields;
2. Uphold the code of ethics of the profession and be cognizant of social equity and sustainability issues;
3. Further develop their professional and/or technical qualifications through activities such as, but not limited to, graduate studies, continuing education, licensing, and/or certifications;
4. Be involved with professional organizations in civil engineering and/or other related fields; and
5. Exhibit leadership in civil engineering and/or other related fields.

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.

Student Outcomes

Graduates of the LMU Civil Engineering Program will have:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental, and economic concerns
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members come together to provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Civil Engineering Curriculum

Transfer Requirements

Students who are currently enrolled in another major at LMU, but are interested in changing their major to CIVL, must complete CHEM 111, CHEM 114 or CHEM 110; ENGR 200; MATH 131, MATH 132; and PHYS 1100 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 Civil and Environmental Engineering Department.

Graduation Requirements for the Civil Engineering B.S.E.

Department criteria for graduation include (1) completion of at least 131 semester hours covering all requirements below, with (2) a minimum of 30 semester hours of science and math and 45 hours of engineering topics (3) a minimum grade point average of C (2.0) in all lower division courses (excluding core), (4) a minimum grade point average of C for all upper division courses (excluding University core), (5) take the Fundamentals of Engineering exam at an approved NCEES testing center, and (6) all upper division CIVL and ENVS courses must be completed in residence. Lower division courses (excluding University core) not taken at LMU must be completed in person (online or distance learning courses will not count towards the Civil Engineering B.S.E.).

Major Requirements

(131 semester hours required)

The program shown below is the recommended sequence for a major in civil engineering. A customized program is available in consultation with your faculty advisor, although it must meet minimum ABET-related standards. Students may focus in one or more areas of civil engineering by selecting a minimum of three electives in a particular area of concentration. Electives cannot count for any more than one area of concentration. Selected elective courses will be offered during each academic year.

Lower Division Requirements:

- BIOL 114 Biology for Engineers *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- CIVL 200 Mechanics of Materials *3 semester hours*
- CIVL 210 Surveying and Mapping *3 semester hours*
- CIVL 230 Particle Dynamics *2 semester hours*
- CIVL 250 Thermal-Fluid Systems *3 semester hours*
- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*

- ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design *3 semester hours*
- ENGR 160 Algorithms and Applications *3 semester hours*
- ENGR 200 Statics *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 245 Ordinary Differential Equations *3 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*

Upper Division Requirements:

- CIVL 302 Seismic Design of Structures *3 semester hours*
- CIVL 305 Structural Theory *3 semester hours*
- CIVL 310 Fluid Mechanics I *3 semester hours*
- CIVL 311 Fluid Mechanics Lab *1 semester hours*
- CIVL 320 Introduction to Environmental Engineering *3 semester hours*
- CIVL 395 Engineering Economics and Decision Theory *3 semester hours*
- CIVL 400 Fundamentals of Water and Wastewater Treatment *3 semester hours*
- CIVL 406 Water Resources Planning and Design *3 semester hours*
- CIVL 410 Soil Mechanics *4 semester hours*
- CIVL 411 Design of Foundations and Earth Structures *3 semester hours*
- CIVL 460 Civil Engineering Design, Practice, and Ethics *4 semester hours*
- MATH 360 Introduction to Probability and Statistics *3 semester hours* or equivalent
 - - BIOL/CHEM/CMSI/ENVS/MATH/PHYS elective *3 semester hours*
 - - Civil Engineering electives *12 semester hours*

Civil Engineering Four-Year Plan

Freshman Year

Fall Semester

- ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 14-15 semester hours

Spring Semester

- BIOL 114 Biology for Engineers *3 semester hours*
- ENGR 160 Algorithms and Applications *3 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 17-18 semester hours

Sophomore Year

Fall Semester

- ELEC 2110 Electric Circuit Analysis *3 semester hours*
- ELEC 2100 Electric Circuit Analysis Lab *0 semester hours*
- ENGR 200 Statics *3 semester hours*
- MATH 234 Calculus III *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 17-18 semester hours

Spring Semester

- CIVL 200 Mechanics of Materials *3 semester hours*
- CIVL 210 Surveying and Mapping *3 semester hours*
- CIVL 230 Particle Dynamics *2 semester hours*
- CIVL 250 Thermal-Fluid Systems *3 semester hours*
- MATH 245 Ordinary Differential Equations *3 semester hours*
 - - University Core *3-4 semester hours*

Total: 17-18 semester hours

Junior Year

Fall Semester

- CIVL 305 Structural Theory *3 semester hours*
- CIVL 310 Fluid Mechanics I *3 semester hours*
- CIVL 311 Fluid Mechanics Lab *1 semester hours*
- CIVL 320 Introduction to Environmental Engineering *3 semester hours*
 - - BIOL/CHEM/CMSI/ENVS/MATH/PHYS Elective *3 semester hours*
 - - University Core *3-4 semester hours*

Total: 16-17 semester hours

Spring Semester

- CIVL 302 Seismic Design of Structures *3 semester hours*
- CIVL 395 Engineering Economics and Decision Theory *3 semester hours*
- CIVL 406 Water Resources Planning and Design *3 semester hours*
-
- CIVL 340 Analytical Methods in Civil Engineering I *3 semester hours* or
- MATH 360 Introduction to Probability and Statistics *3 semester hours*
- - - University Core *3-4 semester hours*

Total: 15-16 semester hours

Senior Year

Fall Semester

- CIVL 400 Fundamentals of Water and Wastewater Treatment *3 semester hours*
- CIVL 410 Soil Mechanics *4 semester hours*
 - - CIVL Elective *3 semester hours*
 - - CIVL Elective *3 semester hours*
 - - University Core *3-4 semester hours*

Total: 16-17 semester hours

Spring Semester

- CIVL 411 Design of Foundations and Earth Structures *3 semester hours*
- CIVL 460 Civil Engineering Design, Practice, and Ethics *4 semester hours*
 - - CIVL Elective *3 semester hours*
 -
 - CIVL/ENVS* Elective *3 semester hours* (*ENVS course requires Department Chair approval)
 -
 - University Core (if needed to complete Core requirements)

Total: 13 semester hours

Total Semester Hours: 131

Electives/Areas of Concentration

Students, in consultation with their advisor, may focus in one or more areas of civil engineering by selecting a minimum of three electives in a particular area of concentration.

- CIVL 505 Aquatic Chemistry *3 semester hours*
- CIVL 508 Contaminant Fate, Transport & Remediation *3 semester hours*
- CIVL 517 Water Treatment Processes *3 semester hours*
- CIVL 518 Water Reuse and Desalination *3 semester hours*
- CIVL 519 Advanced Integrated Water Treatment Systems *3 semester hours*
- CIVL 526 Surface Water Hydrology *3 semester hours*
- CIVL 527 Urban Water Systems and Stormwater Management *3 semester hours*
- CIVL 528 Groundwater Hydrology and Sustainable Management *3 semester hours*
- CIVL 529 Groundwater Contaminant Transport and Remediation *3 semester hours*
- CIVL 530 Design of Concrete Structures *4 semester hours*
- CIVL 531 Principles of Water Quality Management *3 semester hours*
- CIVL 532 Structural Steel Design *3 semester hours*
- CIVL 533 Design of Wood Structures *3 semester hours*
- CIVL 536 Nonlinear Structural Analysis *3 semester hours*
- CIVL 539 Design of Masonry Structures *semester hours*
- CIVL 537 Building Information Modeling *3 semester hours*
- CIVL 538 Construction Management and Sustainability *3 semester hours*
- CIVL 546 Geotechnical Earthquake Engineering *3 semester hours*
- CIVL 547 Dams and Levees *3 semester hours*
- CIVL 551 Remote Sensing with Civil Engineering and Environmental Science Applications *3 semester hours*
- CIVL 553 Modeling Environmental and Water Resources Systems *3 semester hours*

- CIVL 555 Computational Fluid Dynamics *3 semester hours*
- CIVL 557 Finite Element Methods *3 semester hours*
- CIVL 571 Air Quality, Control, and Management *3 semester hours*
- CIVL 572 Sustainable Waste Management *3 semester hours*
- CIVL 573 Economics of Water and the Environment *3 semester hours*
- CIVL 574 Sustainable Engineering *3 semester hours*
- CIVL 575 Renewable Energy Systems *3 semester hours*
- CIVL 577 Transportation Engineering *3 semester hours*
- CIVL 578 Research in Civil Engineering & Environmental Science *3 semester hours*
- CIVL 598 Special Studies *1 TO 4 semester hours*
- ENVS 506 Applied Environmental Microbiology *3 semester hours*
- ENVS 507 Environmental Engineering and Science Lab *3 semester hours*
- ENVS 580 Engineering Geology *3 semester hours*
- ENVS 581 Ecosystem Services in Urban Landscapes *3 semester hours*
- ENVS 582 Urban Coasts: Habitats, Stressors, and Resilience *3 semester hours*
- ENVS 583 Environmental Toxicology and Health Risk *3 semester hours*
- ENVS 584 Climate Change and Impacts *3 semester hours*
- ENVS 586 Climate Change Mitigation *3 semester hours*
- ENVS 587 Climate Change Adaptation and Resilience *3 semester hours*
- ENVS 588 Environmental Health *3 semester hours*
- ENVS 589 Sustainability, Health, and Equity *3 semester hours*

Certificate

Water Quality Management Certificate

Description

Students earning a certificate in Water Quality Management will:

1. Be knowledgeable in physical, chemical, and microbiological water quality standards, the impact of discharging organic substances and ammonia into surface and ground waters;
2. Understand lake limnology and the principles of water and wastewater treatment;
3. Be knowledgeable in the carbonate cycle in water and equilibrium chemistry; and
4. Understand the principles of the movement and fate of chemicals and other contaminants in surface and groundwaters.

Requirements

To obtain a certificate, students must complete the required courses with a 3.0 grade point average or higher.

- CIVL 601 Sustainable Water Quality and Resources *3 semester hours*
- CIVL 605 Aquatic Chemistry *3 semester hours*
- ENVS 607 Environmental Engineering and Science Lab *3 semester hours* or
- CIVL 608 Contaminant Fate, Transport, and Remediation *3 semester hours*

Water and Wastewater Treatment Certificate

Description

Students earning a certificate in Water and Wastewater Treatment will:

1. Understand the function and be able to design physical and chemical separation processes in water and wastewater treatment; and
2. Understand the principles that control the design and operation of biological unit process municipal wastewater treatment and be able to design processes for organics removal and nitrogen and phosphorus reduction, and biosolids stabilization.

Requirements

To obtain a certificate, students must complete the required courses with a 3.0 grade point average or higher.

Three of the following:

- CIVL 601 Sustainable Water Quality and Resources *3 semester hours*
- CIVL 617 Water Treatment Processes *3 semester hours*
- CIVL 618 Water Reuse and Desalination *3 semester hours*
- CIVL 619 Advanced Integrated Water Treatment Systems *3 semester hours*

Groundwater Management Certificate

Description

Students earning a certificate in Groundwater Management will:

1. Understand the principles of groundwater flow and the movement of contaminants in groundwater; be able to understand the principles in locating and designing municipal production wells;
2. Understand the principles of managing groundwater basins and conjunctive use of surface and groundwater, and be knowledgeable in groundwater rights and groundwater basin adjudication; and
3. Apply advanced computer models to groundwater and surface water systems.

Requirements

To obtain a certificate, students must complete the required courses with a 3.0 grade point average or higher.

- CIVL 628 Groundwater Hydrology and Sustainable Management *3 semester hours*
- CIVL 629 Groundwater Contaminant Transport and Remediation *3 semester hours*
- CIVL 656 Water Resources Systems Modeling *3 semester hours*

Sustainability Certificate

Description

Students earning a certificate in Sustainability will:

1. Understand and apply the principles of sustainable engineering and development and the levels of green building practices; and
2. Understand the principles in climate modeling, the factors affecting climate change, and the climate change impacts on California and the Western U.S. water supply.

Requirements

To obtain a certificate, students must complete the required courses with a 3.0 grade point average or higher.

- CIVL 674 Sustainable Engineering *3 semester hours*
- Two of the following:
- CIVL 601 Sustainable Water Quality and Resources *3 semester hours*
- ENVS 681 Ecosystem Services in Urban Landscapes *3 semester hours*
- ENVS 684 Climate Change and Impacts *3 semester hours*

Climate Change Solutions Certificate

Description

The Climate Change Solutions certificate will offer students an opportunity to learn the current knowledge on climate change impacts and opportunities for climate adaptation and mitigation and sustainable solutions. At the end of the certificate, the students will have learned:

1. Scientific understanding of Climate Change and impacts on Natural Systems;
2. Climate model projections and carbon accounting tools;
3. Current and future climate change impacts on human and social systems;
4. Vulnerability and Resilience Climate Adaptation and Mitigation; and
5. Regional, National, and International Environmental and Climate Change Policies, Treaties, Convention, and Governance.

Requirements

To obtain a certificate, students must complete the required courses with a 3.0 grade point average or higher.

- ENVS 684 Climate Change and Impacts *3 semester hours*
- ENVS 686 Climate Change Mitigation *3 semester hours*
- ENVS 687 Climate Change Adaptation and Resilience *3 semester hours*

Solutions for Sustainable Development, Health, and Equity Certificate

Description

Students earning a certificate in Sustainable Development, Health, and Equity will have learned:

1. Scientific understanding of Climate Change and impacts on Natural Systems;
2. Climate model projections and carbon accounting tools;
3. Current knowledge on environmental and climate change impacts on human and social systems and opportunities for adaption, mitigation, and sustainable solutions;
4. Understanding of environmental health sciences, issues, and solutions. Translation of science to environmental health practice; and
5. Sustainable development policies and governance at the local and global level with a focus on health and equity targets.

Requirements

To obtain a certificate, students must complete the required courses with a 3.0 grade point average or higher.

- ENVS 684 Climate Change and Impacts *3 semester hours*
- ENVS 688 Environmental Health *3 semester hours*
- ENVS 689 Sustainability, Health, and Equity *3 semester hours*

Dual-Degree

Dual M.S. in Environmental Science/Master of Business Administration

The mission of the Dual Degree MS in Environmental Science/MBA program is to educate working engineers and scientists in the engineering and business disciplines that will make them leaders of highly complex technical endeavors within their sponsoring organizations.

The dual degree MS/MBA program will confer two degrees upon its graduates: an MBA and an MS in Environmental Science. Students may obtain either an MS in Environmental Science or an MBA degree as a stand-alone by fulfilling the individual degree requirements. Taking the dual degree program saves the student several courses compared to the two programs taken separately.

The dual degree MS in Environmental Science/MBA program is designed to be completed in approximately three years. Typically, the Environmental Science classes are completed first, followed by taking the required classes in the MBA program.

Learning Outcomes

For the Environmental Science M.S.:

1. Apply scientific, mathematical, and sustainability principles to analyze and develop solutions to problems in environmental science and engineering;
2. Critically assess, evaluate, and understand sustainability, ethics, and social justice in environmental science and engineering; and
3. Effectively communicate scientific and engineering principles related to the environment and sustainability.

For the M.B.A.:

- Students will be able to apply key concepts in the business-related areas of accounting, finance, marketing, operations and supply chain management, information technology, and economics.
- Students will be able to evaluate how economic and trade issues, different cultures, and the political environment impact business situations.
- Students will be able to utilize critical thinking skills in analyzing business situations.
- Students will be able to integrate concepts and skills from multiple business areas when analyzing business situations.
- Students will be able to effectively express knowledge and ideas through written communication and oral communication.
- Students will be able to demonstrate an understanding of leadership principles within themselves and in organizations.
- Students will understand and be able to evaluate formal and informal organizational structure and processes.
- Students will be able to analyze teamwork and interpersonal relations in an organizational setting.
- Students will be able to apply appropriate data analysis techniques in the analysis of business situations and in decision making.
- Students will be able to identify an ethical dilemma in a business situation and apply an ethics model or framework to propose and defend a resolution.
- Students will be able to identify social responsibility issues and incorporate responsibility to stakeholders in their analysis of business situations.
- Students will be able to identify sustainability issues and incorporate environmental responsibilities in their analysis of business situations.

Admissions

Both the MBA Program in the College of Business Administration and the Environmental Science Program in the Frank R. Seaver College of Science and Engineering must accept students applying to the dual degree program 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. The application is submitted on-line to Graduate Admissions with a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>. Applicants must submit:

- GMAT or GRE score (for admission into the College of Business Administration)
- A transcript documenting the Bachelor's degree in engineering or science with a GPA of 3.0 or better
- Two years of full-time work experience is preferred
- Resume
- Essay discussing how the two degrees fit into applicant's career development

Graduation Requirements

Students enrolled in the Dual Degree MS/MBA Program are jointly advised by the Graduate Program Director for Environmental Science and Engineering Management in the Seaver College and the MBA Program Director in the College of Business Administration. Students can begin the dual degree program in any semester. It is recommended that incoming students take a full course load of Environmental Science courses the first year of the dual-degree program, then begin the MBA curriculum in year two, and select electives and additional Environmental Science courses in year three.

In addition to the MBA Curriculum, dual degree students will take a total of eight (8) Environmental Science courses, of which five will be used to satisfy the emphasis/concentration requirement for the MBA degree. Two of the MBA courses of the are taken as part of the MBA coursework and apply to the M.S. in Environmental Science

MBA curriculum (no emphasis)	
Note: 5 Environmental Science Courses count towards the electives in the MBA program	36 semester hours
MS in Environmental Science	
Eight Courses in Environmental Science, Note: 2 MBA courses count towards electives for the MS in Environmental Science	24 semester hours
Dual Degree Total:	60 semester hours

Note: The Graduate Program Director for the MS in Environmental Science has the discretion to substitute other Environmental Science coursework based on availability and Frank R. Seaver College of Science and Engineering Dean's office approval.

Note: When the course requirements outlined above are completed, the student will be awarded both the MBA and the MS in Environmental Science.

Masters

Civil Engineering, M.S.E.

The Master of Science in Civil Engineering program aims to position working professionals and graduates with science and engineering backgrounds interested in earning an advanced degree to gain a deeper understanding of principles required to solve 21st century environmental problems and sustainably manage our water and infrastructure resources for future generations. In our career-advancing evening master's program, students can specialize in:

- **Environmental Engineering**, with a focus on the most advanced, proven, and sustainable approaches to protect and improve water quality in urban and natural settings through effective management of pollution sources
- **Water Resources Engineering**, centered on the sustainable management, theory, and modeling of hydrological processes in natural systems and water conveyance, storage, and flood protection in urban systems

Students in the program can benefit from:

- **Strong Industry Ties:** Our modern and professionally relevant courses are taught by faculty distinguished in industry and academia.
- **Science to Engineering Pathway:** Students with non-engineering undergraduate degrees can earn a degree in civil engineering by passing the Fundamentals of Engineering Examination and completing the required coursework.
- **Evening Program:** Courses are offered in the evening to accommodate both full-time students and working professionals.

Program Educational Objectives

The Civil Engineering graduate 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. Graduates in the Civil Engineering (environmental engineering and water resources engineering) program will:

1. Apply critical thinking and problem-solving skills in their professions to work towards solving society's 21st century engineering issues and challenges;

2. Demonstrate and apply ethical, socially equitable, and sustainable practices and principles to issues in their profession; and
3. Advance in their careers by staying current in the field, working on interdisciplinary teams, and/or obtaining professional registration or other professional certifications.

To accomplish these program educational objectives, analysis and design courses in the fields of water resources, hydraulics, environmental engineering and environmental science with an emphasis on sustainability are offered. Additional opportunities are available to broaden the educational experience through courses in other departments, independent study and directed research resulting in a thesis with director consent. A broad base of theory and design is provided integrating current issues and professional practices.

Program Learning Outcomes

The Civil Engineering graduate program has established the following student outcomes:

1. Apply scientific, mathematical, and sustainability principles to analyze and develop solutions to problems in environmental science and engineering;
2. Critically assess, evaluate, and understand sustainability, ethics, and social justice in environmental science and engineering; and
3. Effectively communicate scientific and engineering principles related to the environment and sustainability.

Admission Requirements

All applicants must hold a Bachelor of Science or higher-level degree and have successfully completed the following courses:

- Calculus, at least one year of college-level
- General Chemistry, at least one year of college-level
- Life and Physical Science, totaling at least four college-level courses, which could include Biology, Chemistry, Environmental Science, or Physics.

Applicants with a bachelor's or postgraduate degree in a non-Engineering, Life Science, or Physical Science field may be considered if the applicant has completed the above coursework prior to applying. The department may also require applicants who lack an adequate background in mathematics, chemistry, and/or science to successfully complete additional courses prior to being admitted into the program or continuing in the program.

Applicants holding a non-engineering bachelor's or postgraduate degree may apply and enroll into one of the Civil Engineering program tracks but are not eligible for the Master of Science degree until passing the [Fundamentals of Engineering exam](#) and meeting all of the program requirements.

All applicants are required to submit:

- A completed [application form](#) and \$50 application fee

- Official Transcripts of all colleges and universities attended
- A letter of intent (approximately 1.5 pages) describing the candidate's background, career goals, and interest in the program
- Two letters of recommendation attesting to the candidate's ability to succeed in the graduate program based on previous academic and/or professional performance

The GRE is not required for admission into the Civil Engineering Master's Program. International applicants should submit the items listed above plus the additional items required by [LMU Graduate Admission](#).

Program Requirements

Students enrolled in this program must successfully complete the following:

- 30 semester hours with a cumulative grade point average of 3.0 ("B")
- Comprehensive Oral Examination (CIVL 690) or Masters Thesis Defense (CIVL 696 or ENVS 696)
- 500-level courses with grade of B (3.0) or higher
- All core and elective requirements for the Water Resources Engineering or the Environmental Engineering emphasis.

To be awarded a Master of Science in Civil Engineering (either track), all students must either possess a bachelor's degree in engineering OR have passed the [Engineer-in-Training/Fundamentals of Engineering \(EIT/FE\) examination](#) administered by the National Council of Examiners for Engineering and Surveying (NCEES). Students who do not meet this condition will receive a Master of Science degree in Environmental Science.

Optional Thesis

Preparation of a master's thesis under the guidance of a faculty member is optional in both the Civil Engineering and Environmental Science Master's programs. Students electing to perform a master's thesis must pass CIVL 696 Thesis Defense or ENVS 696 Thesis Defense (0 semester hours) in the semester they expect to complete their thesis. The defense is in the form of a written thesis and an oral presentation. A thesis committee, selected by the student and primary research advisor, determines if the student has mastered the subject matter of the thesis, understands the work done by others, and can critically assess that work and his/her own work. No later than two weeks prior to the thesis defense presentation, the student must provide their written thesis to their thesis committee for review. Students who elect to prepare a master's thesis are not required to take the CIVL 690 Comprehensive Oral Exam. Formal requirements may be obtained from the program director. Please see our [research page](#) for further information on research opportunities.

Thesis students also have the option to enroll in a 3-semester-hour master's thesis independent studies (CIVL 695 Master Thesis or ENVS 695 Master Thesis) in any term with director and thesis advisor consent. The master's thesis independent studies can satisfy a Global Perspectives Elective requirement, may be taken a maximum of two times, and may be taken only once in a semester.

Change of Emphasis (Environmental Engineering or Water Resources Engineering)

Civil Engineering graduate students can choose an emphasis in one of two areas: Environmental Engineering or Water Resources Engineering. Students have the option to switch from the Water Resources Engineering emphasis to the Environmental Engineering emphasis and vice versa or to Environmental Science any time before graduation. Prior to changing emphasis, the student's plan should be discussed with and approved by the Program Director.

Required courses for each field of study

M.S. in Civil Engineering with emphasis in Environmental Engineering:

Required Core Courses

- CIVL 601 Sustainable Water Quality and Resources *3 semester hours*
- CIVL 605 Aquatic Chemistry *3 semester hours*
- ENVS 606 Applied Environmental Microbiology *3 semester hours*
- CIVL 617 Water Treatment Processes *3 semester hours*
- CIVL 625 Applied Fluid Mechanics *3 semester hours* *
-
- One of the following:
- CIVL 690 Comprehensive Oral Exam *0 semester hours* (Non-thesis students)
- CIVL 696 Thesis Defense *0 semester hours* (Thesis students)
- ENVS 696 Thesis Defense *0 semester hours* (Thesis students)
-
- * Students who have previously passed an upper division undergraduate- or graduate-level fluid mechanics course may substitute CIVL 625 Applied Fluid Mechanics with a Technical or Global Perspectives elective.

Technical Electives

Choose at least three from the following:

- ENVS 607 Environmental Engineering and Science Lab *3 semester hours*
- CIVL 608 Contaminant Fate, Transport, and Remediation *3 semester hours*
- CIVL 618 Water Reuse and Desalination *3 semester hours*
- CIVL 619 Advanced Integrated Water Treatment Systems *3 semester hours*
- CIVL 626 Surface Water Hydrology *3 semester hours*
- CIVL 627 Urban Water Systems and Stormwater Management *3 semester hours*
- CIVL 628 Groundwater Hydrology and Sustainable Management *3 semester hours*
- CIVL 629 Groundwater Contaminant Transport and Remediation *3 semester hours*
- CIVL 647 Dams and Levees *3 semester hours*
- ENVS 652 Spatial Data Analysis and Geographical Information Systems *3 semester hours*
- CIVL 651 Remote Sensing with Civil Engineering and Environmental Science Applications *3 semester hours*
- CIVL 653 Modeling Environmental and Water Resources Systems *3 semester hours*

Global Perspectives Electives

Choose up to two from the following:

- CIVL 671 Air Quality, Control, and Management *3 semester hours*
- CIVL 672 Sustainable Waste Management *3 semester hours*
- CIVL 673 Economics of Water and the Environment *3 semester hours*
- CIVL 674 Sustainable Engineering *3 semester hours*
- ENVS 680 Engineering Geology *3 semester hours*
- ENVS 681 Ecosystem Services in Urban Landscapes *3 semester hours*
- ENVS 682 Urban Coasts: Habitats, Stressors, and Resilience *3 semester hours*
- ENVS 683 Environmental Toxicology and Health Risk *3 semester hours*
- ENVS 684 Climate Change and Impacts *3 semester hours*
- ENVS 686 Climate Change Mitigation *3 semester hours*
- ENVS 687 Climate Change Adaptation and Resilience *3 semester hours*
- ENVS 688 Environmental Health *3 semester hours*
- ENVS 689 Sustainability, Health, and Equity *3 semester hours*
- - Up to one CIVL 699/ENVS 699 Independent Studies with director consent (up to 3 semester hours)
 - Up to two CIVL 695 Master Thesis with director consent (3 semester hours each)
 - Up to one 500- or 600-level course in another graduate program with director consent

M.S. in Civil Engineering with emphasis in Water Resources Engineering:

Required Core Courses

- CIVL 601 Sustainable Water Quality and Resources *3 semester hours*
- CIVL 625 Applied Fluid Mechanics *3 semester hours*
- CIVL 626 Surface Water Hydrology *3 semester hours* *
- CIVL 627 Urban Water Systems and Stormwater Management *3 semester hours*
- CIVL 628 Groundwater Hydrology and Sustainable Management *3 semester hours*
- CIVL 653 Modeling Environmental and Water Resources Systems *3 semester hours*
-
- One of the following:
 - CIVL 690 Comprehensive Oral Exam *0 semester hours* (Non-thesis students)
 - CIVL 696 Thesis Defense *0 semester hours* (Thesis students)
 - ENVS 696 Thesis Defense *0 semester hours* (Thesis students)
-
- * Students who have previously passed an upper division undergraduate- or graduate-level fluid mechanics course may substitute CIVL 625 Applied Fluid Mechanics with a Technical or Global Perspectives elective.

Technical Electives

Choose at least three from the following:

- ENVS 606 Applied Environmental Microbiology *3 semester hours*
- ENVS 607 Environmental Engineering and Science Lab *3 semester hours*
- CIVL 605 Aquatic Chemistry *3 semester hours*
- CIVL 608 Contaminant Fate, Transport, and Remediation *3 semester hours*
- CIVL 617 Water Treatment Processes *3 semester hours*
- CIVL 618 Water Reuse and Desalination *3 semester hours*
- CIVL 619 Advanced Integrated Water Treatment Systems *3 semester hours*
- CIVL 629 Groundwater Contaminant Transport and Remediation *3 semester hours*
- CIVL 647 Dams and Levees *3 semester hours*
- CIVL 651 Remote Sensing with Civil Engineering and Environmental Science Applications *3 semester hours*
- ENVS 652 Spatial Data Analysis and Geographical Information Systems *3 semester hours*

Global Perspectives Electives

Choose up to two from the following:

- CIVL 671 Air Quality, Control, and Management *3 semester hours*
- CIVL 672 Sustainable Waste Management *3 semester hours*
- CIVL 673 Economics of Water and the Environment *3 semester hours*
- CIVL 674 Sustainable Engineering *3 semester hours*
- ENVS 680 Engineering Geology *3 semester hours*
- ENVS 681 Ecosystem Services in Urban Landscapes *3 semester hours*
- ENVS 682 Urban Coasts: Habitats, Stressors, and Resilience *3 semester hours*
- ENVS 683 Environmental Toxicology and Health Risk *3 semester hours*
- ENVS 684 Climate Change and Impacts *3 semester hours*
- ENVS 686 Climate Change Mitigation *3 semester hours*
- ENVS 687 Climate Change Adaptation and Resilience *3 semester hours*
- ENVS 688 Environmental Health *3 semester hours*
- ENVS 689 Sustainability, Health, and Equity *3 semester hours*
- - Up to one CIVL 699/ENVS 699 Independent Studies with director consent (up to 3 semester hours)
 - Up to two CIVL 695 Master Thesis with director consent (3 semester hours each)
 - Up to one 500- or 600-level course in another graduate program with director consent

Environmental Science, M.S.

The Master of Science in Environmental Science program at Loyola Marymount University is a career-enhancing, evening master's program that exposes students to the most advanced, proven and sustainable approaches to protect, improve and manage environmental quality in urban and natural settings from the local to the global level. Our program provides a collaborative and student-focused environment for working professionals and full-time students to deepen their knowledge in environmental science and engineering required to investigate and solve real-world 21st century environmental problems.

Student in the program can benefit from:

- **Strong Industry Ties:** Our modern and professionally relevant courses are taught by faculty distinguished in industry and academia.
- **Focus on Sustainability:** With our Southern California backdrop, students are exposed to the most advanced, current and sustainable modern solutions to environmental problems.
- **Evening Program:** Courses are offered in the evening to accommodate both full-time students and working professionals.

Program Educational Objectives

The Environmental Science graduate 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. Environmental Science program graduates will:

1. Apply critical thinking skills in their profession to identify, evaluate, and develop science-based solutions to 21st century environmental issues and challenges;
2. Demonstrate and apply ethical, socially equitable, and sustainable practices and principles to issues in their profession; and
3. Advance in their careers by staying current in the field, working on interdisciplinary teams, and/or obtaining professional certifications.

To accomplish these program educational objectives, a variety of courses in the fields of environmental science and environmental engineering are offered with an emphasis on sustainability. Additional opportunities are available to broaden the educational experience through courses in other departments, independent study, and directed research resulting in a thesis. A broad base of theory and design is provided integrating current issues and professional practices.

Program Learning Outcomes

The Environmental Science graduate program has established the following student outcomes:

1. Apply scientific, mathematical, and sustainability principles to identify problems and analyze solutions in environmental science;
2. Critically assess, evaluate, and understand sustainability, ethics, and social justice in environmental science; and
3. Effectively communicate scientific principles related to the environment and sustainability.

Admission Requirements

All applicants must hold an undergraduate or higher-level degree and have completed the following courses:

- Calculus, at least one semester of college-level
- General Chemistry, at least one college-level course

- Life and Physical Science, totaling at least four college-level courses, which could include Biology, Chemistry, Environmental Science, or Physics.

Applicants with a non-Bachelor of Science undergraduate or postgraduate degree may be considered if the applicant has completed the above coursework prior to applying.

The department may require applicants who lack an adequate background in mathematics, chemistry, and/or science to take additional courses prior to being admitted into the program or continuing in the program. Additional admission requirements may be set by the department upon review of the applicant's academic and professional preparation.

All applicants are required to submit:

- A completed [application form](#) and \$50 application fee
- Official Transcripts of all colleges and universities attended
- A letter of intent (approximately 1.5 pages) describing the candidate's background, career goals, and interest in the program
- Two letters of recommendation attesting to the candidate's ability to succeed in the graduate program based on previous academic and/or professional performance

The GRE is not required for admission into the Environmental Science Master's Program. International applicants should submit the items listed above plus the additional items required by [LMU Graduate Admission](#).

Program Requirements

Students enrolled in this program must successfully complete the following:

- 30 semester hours with a cumulative grade point average of 3.0 ("B")
- Comprehensive Oral Examination (CIVL 690 or ENVS 690) or Masters Thesis Defense (CIVL 696 or ENVS 696)
- Completion of 500-level courses with grade of B (3.0) or higher
- All core and elective requirements for the Environmental Science program or one of the Civil Engineering program emphases (Water Resources Engineering or Environmental Engineering).

Optional Thesis

Preparation of a master's thesis under the guidance of a faculty member is optional in both the Civil Engineering and Environmental Science Master's programs. Students electing to perform a master's thesis must pass ENVS 696 Thesis Defense or CIVL 696 Thesis Defense (0 semester hours) in the semester they expect to complete their thesis. The defense is in the form of a written thesis and an oral presentation. A thesis committee, selected by the student and primary research advisor, determine if the student has mastered the subject matter of the thesis, understands the work done by others, and can critically assess that work and his/her own work. No later than two weeks prior to the thesis defense presentation, the student must provide their written thesis to their thesis committee for review. Students who elect to prepare a master's thesis are not required to take the ENVS 690/CIVL 690 Comprehensive Oral Exam. Formal

requirements may be obtained from the program director. Please see our [research page](#) for further information on research opportunities.

Thesis students also have the option to enroll in a 3-semester-hour master's thesis independent studies (ENVS 695 Master Thesis or CIVL 695 Master Thesis) in any term with director and thesis advisor consent. The master's thesis independent studies can satisfy an Elective requirement, may be taken a maximum of two times, and may be taken only once in a semester.

Change of Program

Students with non-engineering undergraduate or postgraduate degree can change into the Civil Engineering Master's Program (Environmental Engineering or Water Resources Engineering) at any time provided that they 1) meet all Civil Engineering admissions requirements and 2) are in good academic standing (3.0 GPA or higher). Such students are also required to pass the National Council of Examiners for Engineering and Surveying [Fundamentals of Engineering exam](#) before their degree is awarded.

Required Core Courses:

- CIVL 601 Sustainable Water Quality and Resources *3 semester hours*
- CIVL 605 Aquatic Chemistry *3 semester hours*
- ENVS 606 Applied Environmental Microbiology *3 semester hours*
-
- One of the following:
- Non-Thesis Students:
- ENVS 690 Comprehensive Oral Exam *0 semester hours* or
- CIVL 690 Comprehensive Oral Exam *0 semester hours*
-
- Thesis Students:
- ENVS 696 Thesis Defense *0 semester hours* or
- CIVL 696 Thesis Defense *0 semester hours*

Elective Courses:

- ENVS 607 Environmental Engineering and Science Lab *3 semester hours*
- ENVS 651 Remote Sensing with Civil Engineering and Environmental Science Applications *3 semester hours*
- ENVS 652 Spatial Data Analysis and Geographical Information Systems *3 semester hours*
- ENVS 680 Engineering Geology *3 semester hours*
- ENVS 681 Ecosystem Services in Urban Landscapes *3 semester hours*
- ENVS 682 Urban Coasts: Habitats, Stressors, and Resilience *3 semester hours*
- ENVS 683 Environmental Toxicology and Health Risk *3 semester hours*
- ENVS 684 Climate Change and Impacts *3 semester hours*
- ENVS 686 Climate Change Mitigation *3 semester hours*
- ENVS 687 Climate Change Adaptation and Resilience *3 semester hours*
- ENVS 688 Environmental Health *3 semester hours*
- ENVS 689 Sustainability, Health, and Equity *3 semester hours*

- CIVL 608 Contaminant Fate, Transport, and Remediation *3 semester hours*
- CIVL 617 Water Treatment Processes *3 semester hours*
- CIVL 618 Water Reuse and Desalination *3 semester hours*
- CIVL 619 Advanced Integrated Water Treatment Systems *3 semester hours*
- CIVL 625 Applied Fluid Mechanics *3 semester hours*
- CIVL 626 Surface Water Hydrology *3 semester hours*
- CIVL 627 Urban Water Systems and Stormwater Management *3 semester hours*
- CIVL 629 Groundwater Contaminant Transport and Remediation *3 semester hours*
- CIVL 637 Building Information Modeling *3 semester hours*
- CIVL 653 Modeling Environmental and Water Resources Systems *3 semester hours*
- CIVL 671 Air Quality, Control, and Management *3 semester hours*
- CIVL 672 Sustainable Waste Management *3 semester hours*
- CIVL 673 Economics of Water and the Environment *3 semester hours*
- CIVL 674 Sustainable Engineering *3 semester hours*
- CIVL 690 Comprehensive Oral Exam *0 semester hours*
- - Up to two CIVL 695 Master Thesis
 - Up to one CIVL 699/ENVS 699 Independent Studies with director consent (up to 3 semester hours)
 - Up to one 500- or 600-level course in another graduate program with director consent
- CIVL 636 Nonlinear Structural Analysis *3 semester hours*
- CIVL 639 Design of Masonry Structures *3 semester hours*
- CIVL 655 Computational Fluid Dynamics *3 semester hours*
- CIVL 657 Finite Element Methods *3 semester hours*
- CIVL 675 Renewable Energy Systems *3 semester hours*
- CIVL 676 Project Management *3 semester hours*
- CIVL 678 Research in Civil Engineering & Environmental Science *3 semester hours*

Electrical and Computer Engineering

Contact Information

Chairperson: Jie Xu, Doolan Hall 204, 310.338.2392, Jie.Xu@lmu.edu

Graduate Director: Gustavo Vejarano, Pereira Hall 143, 310.338.5761, Gustavo.Vejarano@lmu.edu

Senior Administrative Coordinator: Gina Konrad, Doolan Hall 101, 310.338.5149, Gina.Konrad@lmu.edu

Website: <https://cse.lmu.edu/department/electricalandcomputerengineeringdepartment/>

Faculty

Professors: Philip Chmielewski, S.J., Lei Huang, Nazmul Ula

Associate Professors: Barbara Marino, Gustavo Vejarano, Jie Xu

Assistant Professor: Hossein Asghari

Part-Time Faculty: Robyn Anderson; Ronald Burch; Peter Ferguson; Jahangir Dewan, Ph.D.; Elham Ghashghai, Ph.D.; Robert J. Johnson, Ph.D.; Umesh Ketkar; Behrouz Khayatian, Ph.D.; Andrew Kopito; Claire Leon, Ph.D.; Matthew Miller, Esq.; Mary Magilligan; Kevin Minds; Barry Molnaa; Vera Mulyani; Scott Niebuhr; Michael Noltemeyer; John Poladian; Rochelle J. Schneider, P. C.; Nirav Shah, Ph.D.; Charles Tang, Ph.D.; Bonnie Triezenberg, Ph.D.

Mission

The mission of the Department of Electrical and Computer Engineering is to provide high-quality, practice-oriented, design-focused curricula that prepare students for both leadership roles in industry and advanced studies. The Department provides an inclusive, equitable, student-centered education that balances theory and practice and meets the challenges of an ever-changing complex world through dynamic programs with interdisciplinary opportunities.

Description

The Department of Electrical and Computer Engineering offers undergraduate and graduate programs in Electrical Engineering. The Electrical Engineering undergraduate program allows for two curricular emphases, one in Electrical Engineering and one in Computer Engineering. The undergraduate program is described below, using the term Electrical Engineering undergraduate program to refer to both curricular emphases. The graduate program in Electrical Engineering is described following the information about the undergraduate program.

Bachelors

Electrical Engineering, B.S.E.

All curricula consist of classroom and laboratory experiences related to the design and analysis of digital and analog circuits and systems. Advanced topics in communications, computer architecture, signal processing, and embedded systems are included. The curricula also allow students to take courses in emerging fields such as image processing, machine learning, and optical communications. A rigorous laboratory sequence emphasizes design and develops strong oral and written communication skills.

Design Experience

Design is interwoven throughout the Electrical Engineering undergraduate program, culminating in a formal, year-long capstone project in the senior year. Freshman and sophomore engineering

courses provide an introduction to design. The two junior laboratory courses extend this design experience to the integration of material from the upper-division electrical engineering courses. Finally, the senior design capstone experience builds on the analytical and theoretical background developed throughout the program as well as topics covered in the University's Core curriculum.

Accreditation

The Electrical Engineering undergraduate program is accredited by the Engineering Accreditation Commission of ABET (<http://www.abet.org>).

Program Education Objectives

The Electrical Engineering undergraduate 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. Graduates of the Electrical Engineering program 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 were established in consultation with the constituents of the program and are met by providing curricula which have both breadth and depth. Engineering science and design, mathematics, and basic sciences are significant components of the program. In addition to these traditional technical courses, and in keeping with the Jesuit tradition of educating the whole person, the curricula include 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.

Student Outcomes

The Electrical Engineering undergraduate program has established the following student outcomes. These student outcomes describe the expected knowledge and skills of graduates at the time of graduation.

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Transfer Requirements

Students interested in transferring into one of the emphases of the Electrical Engineering undergraduate program must complete CHEM 111, CHEM 114, MATH 131, MATH 132, and PHYS 1100 (or their equivalents) with a minimum grade of C (2.0) in each course before being considered. Final approval of the transfer request resides with the Department Chairperson.

Graduation Requirements for the Electrical Engineering B.S.E. (Electrical Engineering Emphasis)

Department criteria for graduation include (1) completion of at least **126** semester hours covering all requirements below, with (2) a grade point average of C (2.0) in the upper division major courses (excluding core), and (3) all upper division EECE courses must be completed in residence.

The Electrical Engineering emphasis requires the following courses to be completed:

- General Engineering (9 semester hours): ENGR 100, ENGR 160, ENGR 200
- Electrical Engineering (56 semester hours): EECE 2100, EECE 2110, EECE 2210, EECE 2240, EECE 3100, EECE 3130, EECE 3140, EECE 3200, EECE 3210, EECE 3220, EECE 4100, EECE 4110, EECE 4200, EECE 4280, and two additional upper-division EECE elective courses (8 semester hours)
- *Math and Science* (30 semester hours): MATH 131, MATH 132, MATH 234, MATH 245; PHYS 1100, PHYS 2100; BIOL 114; CHEM 111, CHEM 114
- *University Core* (30+ semester hours): A minimum of 30 semester hours as defined in the core curriculum for students in the Frank R. Seaver College of Science and Engineering.

Electrical Engineering B.S.E. (Electrical Engineering Emphasis) Curriculum

The typical course of study leading to the B.S.E. degree in Electrical Engineering with the Electrical Engineering emphasis is as follows:

Freshman Year

Fall Semester

- ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- - University Core *3-4 semester hours*

Total: 14-15 semester hours

Spring Semester

- ENGR 160 Algorithms and Applications *3 semester hours*
- BIOL 114 Biology for Engineers *3 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- - University Core *3-4 semester hours*

Total: 17-18 semester hours

Sophomore Year

Fall Semester

- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*
- ENGR 200 Statics *3 semester hours*
- MATH 234 Calculus III *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- - University Core *4 semester hours*

Total: 18 semester hours

Spring Semester

- EECE 2210 Circuits II *4 semester hours*

- EECE 2240 Introduction to Digital Systems *4 semester hours*
- MATH 245 Ordinary Differential Equations *3 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- EECE 3100 Junior Lab I *4 semester hours*
- EECE 3130 Electronics *4 semester hours*
- EECE 3140 Microprocessor and Microcontroller Systems *4 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- EECE 3200 Junior Lab II *4 semester hours*
- EECE 3210 Signals and Linear Systems *4 semester hours*
- EECE 3220 Electromagnetics *4 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- EECE 4100 Senior Lab I *4 semester hours*
- EECE 4110 Analog and Digital Communication Systems *4 semester hours*
 - - EECE Elective *4 semester hours*
 - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- EECE 4200 Senior Lab II *4 semester hours*
- EECE 4280 Senior Seminar *semester hours*
 - - EECE Elective *4 semester hours*
 - University Core *4 semester hours*

Total: 14 semester hours

Graduation Requirements for the Electrical Engineering B.S.E. (Computer Engineering Emphasis)

Department criteria for graduation include (1) completion of at least **127** semester hours covering all requirements below, with (2) a grade point average of C (2.0) in the upper division major courses (excluding core), and (3) all upper division EECE/CMSI courses must be completed in residence.

The Computer Engineering emphasis requires the following courses to be completed:

- General Engineering (6 semester hours): ENGR 100, ENGR 160
- Computer Science (12 semester hours): CMSI 3630, CMSI 3550, CMSI 3510
- Electrical Engineering (48 semester hours): EECE 2100, EECE 2110, EECE 2210, EECE 2240, EECE 3100, EECE 3130, EECE 3140, EECE 3200, EECE 3210, EECE 4100, EECE 4110, EECE 4200, EECE 4280, EECE 5140
- Math and Science (30 semester hours): MATH 131, MATH 132, MATH 234, MATH 245; PHYS 1100, PHYS 2100; BIOL 114; CHEM 111, CHEM 114
- University Core (30+ semester hours): A minimum of 30 semester hours as defined in the core curriculum for students in the Frank R. Seaver College of Science and Engineering.

Electrical Engineering B.S.E. (Computer Engineering Emphasis) Curriculum

The typical course of study leading to the B.S.E. degree in Electrical Engineering with the Computer Engineering emphasis is as follows:

Freshman Year

Fall Semester

- ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*

- CHEM 114 General Chemistry for Engineers *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 14-15 semester hours

Spring Semester

- ENGR 160 Algorithms and Applications *3 semester hours*
- BIOL 114 Biology for Engineers *3 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 16 semester hours

Sophomore Year

Fall Semester

- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*
- MATH 234 Calculus III *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
 - - University Core *4 semester hours*

Total: 15 semester hours

Spring Semester

- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*
- MATH 245 Ordinary Differential Equations *3 semester hours*
 - - University Core *4 semester hours*

Total: 15-16 semester hours

Junior Year

Fall Semester

- EECE 3100 Junior Lab I *4 semester hours*
- EECE 3130 Electronics *4 semester hours*
- EECE 3140 Microprocessor and Microcontroller Systems *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- EECE 3200 Junior Lab II *4 semester hours*
- EECE 3210 Signals and Linear Systems *4 semester hours*
- CMSI 3630 Data Structures and Algorithms in Engineering *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- EECE 4100 Senior Lab I *4 semester hours*
- EECE 4110 Analog and Digital Communication Systems *4 semester hours*
- CMSI 3550 Networks and Internets *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- EECE 4200 Senior Lab II *4 semester hours*
- EECE 4280 Senior Seminar *semester hours*
- EECE 5140 Computer Architecture with VHDL *4 semester hours*
- CMSI 3510 Operating Systems *4 semester hours*
 - - University Core *4 semester hours*

Total: 17 semester hours

Dual-Degree

Dual M.S.E. in Electrical Engineering/Master of Business Administration

The mission of the Dual Degree M.S.E. in Electrical Engineering/MBA program is to educate working engineers and scientists in the engineering and business disciplines that will make them leaders of complex technical endeavors within their sponsoring organizations.

The dual degree M.S.E./MBA program will confer two degrees upon its graduates: an MBA and an M.S.E. in Electrical Engineering. Taking the dual degree program saves the student several courses compared to the two programs taken separately. Students may also obtain either the M.S.E. in Electrical Engineering degree or the MBA degree as stand-alone by fulfilling the individual degree requirements.

The dual degree program is designed to be completed in approximately three years. Typically, electrical-engineering classes are completed first, followed by taking the required classes in the MBA program.

Program Educational Objectives (PEOs), Student Outcomes (SOs), and Learning Outcomes (LOs)

The PEOs and SOs of the MS degree and the LOs of the MBA degree are the same as those of the stand-alone degrees.

Admission Requirements

Students seeking admission should apply first to the Electrical Engineering, M.S.E. After completing 12 semester hours of electrical-engineering courses with a GPA of 3.0, students can apply to the dual degree M.S.E./MBA program. Students who are granted admission may begin enrolling in MBA courses upon approval from their respective program director.

Graduation Requirements

Students enrolled in the Dual Degree M.S.E./MBA Program are jointly advised by the program directors of the M.S.E. in Electrical Engineering and MBA programs. Students can begin the dual degree program in any semester. It is recommended that incoming students take a full

course load of electrical-engineering courses the first year and begin the MBA curriculum in year two. Additional electrical-engineering courses can be completed in year three.

Students need to complete 36 units of MBA courses (i.e., MBA curriculum without emphasis/specialization) and 24 units of electrical-engineering courses (i.e., M.S.E. in Electrical Engineering curriculum without 6 units of elective courses) with a cumulative grade point average of at least B (3.0). Therefore, students need to complete a total of 60 units to graduate. 15 units of electrical-engineering courses will be used to satisfy the emphasis/concentration requirement of the MBA degree. 6 units of MBA courses will be used to satisfy elective requirements of the M.S.E. degree. Of the electrical-engineering coursework, 8 units must be completed at the 6000-level, and courses at the 5000-level must be completed with a grade of B (3.0) or better.

When the course requirements outlined above are completed, the student will be awarded both the MBA degree and the M.S.E. degree in Electrical Engineering.

Masters

Electrical Engineering, M.S.E.

The graduate program in Electrical Engineering is designed to provide theoretical knowledge as well as practical applications in the areas of communication systems, electronic circuits, computer systems engineering, and systems design. In this program, working engineers are given an opportunity to continue their education on a part-time basis, while full-time students have the opportunity to conduct research under the guidance of a faculty advisor. Upon graduation from the program, students will be conferred the degree Master of Science in Engineering (M.S.E.) in Electrical Engineering.

Program Educational Objectives

The Electrical Engineering graduate program has established the following program educational objectives. Graduates of the program will:

1. Possess in-depth expertise for a successful engineering career and/or a successful undertaking of further graduate level studies;
2. Meet the challenges of the future through continuing professional growth; and
3. Exhibit concern for social and environmental impact of engineering decisions.

Student Outcomes

The Electrical Engineering graduate program has established the following student outcomes:

- a. an ability to apply advanced knowledge of mathematics, science, and engineering to identify, formulate and solve complex engineering problems in a specialized area, such as electronic circuit design, telecommunications and networks, or digital and computer engineering
- b. an ability to apply both analysis and synthesis in the engineering design process, resulting in designs that meet constraints and specifications, which include societal, environmental, and ethical factors as appropriate to the design
- c. an ability to develop and conduct appropriate experimentation and testing procedures using advanced analytical/numerical techniques and/or modern engineering tools, and to analyze and draw conclusions from data
- d. an ability to conduct graduate level research with adequate research skills including information literacy and self-learning
- e. an ability to communicate effectively with a range of audiences through various media
- f. an ability to plan and manage engineering projects, including goal establishment, task scheduling, and risk and uncertainty management

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. Additional coursework may be recommended or required as a condition of admission for applicants that have not completed an undergraduate program in electrical or computer engineering.

Transfer Credit. Students may transfer six (6) semester hours for courses completed at another regionally accredited college or university. Credits to be transferred must be taken prior to admission. Each transferred course grade must be at least B (3.0), and the course must not have been used to satisfy degree requirements at another college or university.

Graduation Requirements

A degree candidate is required to complete, with a cumulative grade point average of at least B (3.0), a program of study comprising a minimum of thirty (30) or more semester hours of graduate-level coursework (i.e., 5000-level or 6000-level courses). Additional prerequisite (undergraduate) courses may be required as deemed appropriate by the advisor in consultation with the department. Of the graduate-level coursework, at least eight (8) semester hours are to be in 6000-level courses. Students must achieve a grade of B (3.0) or better in all 5000-level courses. At least twenty-four (24) semester hours must be in EECE courses. At most six (6) semester hours can include both EECE courses offered by this department as well as appropriate courses from other disciplines in the Frank R. Seaver College of Science and Engineering or the College of Business Administration.

The program of study must include the following courses: EECE 5140, EECE 5120, EECE 5210, and Graduate Capstone Project or Master's Thesis. One or more of the 500-level required courses may be waived if the student demonstrates satisfactory completion of a similar course. Waived courses will be replaced by EECE electives at the 5000 or 6000 level.

Curriculum

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. The 30 semester hours of required coursework is allocated as follows:

24 EECE semester hours:

Required courses:

- EECE 5120 Microwave Engineering and Antennas *4 semester hours*
- EECE 5140 Computer Architecture with VHDL *4 semester hours*
- EECE 5210 Random Processes *4 semester hours*
- - EECE 5000 level or EECE 6000 level course *4 semester hours*

One of the following two options:

Option 1:

- - EECE 6000 level course *4 semester hours*
- EECE 6901 Graduate Capstone Project I *2 semester hours*
- EECE 6902 Graduate Capstone Project II *2 semester hours*

Option 2:

- EECE 6994 Thesis I *2 semester hours*
- EECE 6995 Thesis II *2 semester hours*
- EECE 6996 Thesis III *2 semester hours*
- EECE 6997 Thesis IV *2 semester hours*

6 semester hours of elective courses (one of the following three options):

Option 1:

- EECE 5000 level or EECE 6000 level course *4 semester hours*
- EECE 5999 or EECE 6999 Independent Studies *2 semester hours*

Option 2:

- non-EECE 5000 level or non-EECE 6000 level course *3 semester hours*
- EECE 5999 or EECE 6999 Independent Studies *3 semester hours*

Option 3:

- non-EECE 5000 level or non-EECE 6000 level course *3 semester hours*
- non-EECE 5000 level or non-EECE 6000 level course *3 semester hours*

Master's Thesis Option

Preparation of a Master's Thesis is optional and can fulfill 8 semester hours of EECE course requirements. The student selecting the thesis option must obtain a thesis advisor before Departmental consent will be considered, and the thesis must conform to the Frank R. Seaver College of Science and Engineering requirements. The thesis and associated work is intended to advance the state of knowledge in the thesis subject not "rehash" previous work by others or a serve as a "literature search." To the extent possible, there should be some experimental work involved. The thesis ideally will form the basis for a paper or article, produced by a student, which would be submitted and hopefully published in a peer-reviewed journal or presented at a professional organization's conference. A thesis is completed after being successfully defended to the thesis committee. With direction from the Program Director, a thesis committee will be formed. The thesis committee consists of the student's thesis advisor, a full-time faculty member from the student's department, and a third member from other than the student's department.

Combined B.S./M.S.E. Degrees in Electrical Engineering

This program is designed for LMU students to receive a combined B.S. and M.S.E. degree by continuing their studies in LMU's Masters programs, immediately following their B.S. degree. The program allows students to complete the M.S.E. degree in one year.

Only LMU students in senior year of Electrical Engineering with a GPA of 3.0 or greater are eligible to apply. The deadline for application is the end of Fall semester of senior year. Students can enter this program any term immediately following completion of their undergraduate degree requirements. The candidate for the combined B.S./M.S.E. degree must satisfy the following requirements:

- One Frank R. Seaver College of Science and Engineering 500-level course (3 semester hours) taken as an undergraduate may count toward the M.S. degree. This course can be double counted for the B.S. degree and the M.S. degree. The student is required to complete 27 additional semester hours after earning the B.S. degree.
- In addition, for an admitted student, an extra Seaver College 500-level course (3 semester hours) may be taken in their senior year that counts towards the M.S. degree and not the B.S. degree. This potentially reduces the total number of additional semester hours after earning the B.S. degree to 24.
- The remaining coursework required must be consistent with the graduation requirements for the M.S.E. in Electrical Engineering program.

Minor

Electrical Engineering Minor

A minor field program in Electrical Engineering consists of 19 semester hours of coursework to be determined in consultation with the Department Chairperson. Participation in the minor field

program requires the approval of the student's major field faculty advisor and the Department Chairperson in the student's major field.

The typical set of courses includes EECE 2100, EECE 2110, EECE 2210, EECE 2240, EECE 3100, and EECE 3130. As many of the courses have prerequisites, the following suggested schedule is provided.

Year	Semester	Courses
1	Fall	MATH 131
	Spring	MATH 132
2	Fall	EECE 2100 EECE 2110 MATH 245
	Spring	EECE 2210 EECE 2240
3	Fall	EECE 3100 EECE 3130

Environmental Science

Director

Lambert A. Doezema

Faculty Affiliates

Rachel G. Adams, Nicole C. Bouvier-Brown, Lambert A. Doezema, Tom Ford, Karina Johnston, James M. Landry, Michelle R. Lum, Jeremy S. Pal, Martina Ramirez, Eric Strauss, Demian Willette

Emeritus Faculty

John H. Dorsey

Bachelors

Environmental Science, B.S.

Objectives

The objective of the Environmental Science major is to prepare students 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 jobs are available, for example, with private businesses, governmental agencies, and environmental non-profits and advocacy groups.

The Environmental Science major is a rigorous interdisciplinary program involving course work in biology, chemistry, physics, mathematics, and environmental science and engineering. The learning outcomes for this degree program are:

1. Students will be able to apply the scientific method to formulate and test hypotheses.
2. Students will be able to assess and evaluate effectively global environmental processes embedded in a social and ethical context.
3. Students will have proficiency in the following: Earth systems science, micro- and macroevolution, ecosystem services, and anthropogenic impacts on ecosystems.
4. Students will have proficiency in the fundamental concepts of the physical and life sciences.
5. Students will have basic field, laboratory, and analytic skills in a quantitative capacity.
6. Students will effectively communicate through written assignments and oral presentations.
7. Students will demonstrate critical thinking skills needed for assessing and solving problems relating to environmental issues and policies.

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 General Biology I *3 semester hours*
- BIOL 102 General Biology II *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*

- BIOL 112 General Biology II Lab *2 semester hours*
- BIOL 201 Cell Function *3 semester hours*
- BIOL 202 Genetics *3 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- CHEM 220 Organic Chemistry I *3 semester hours*
- CHEM 221 Organic Chemistry I Lab *1 semester hours*
- ENVS 101 Introduction to Environmental Science *3 semester hours*
- ENVS 190 Environmental Science Seminar *0 semester hours*
- ENVS 210 Surveying and Mapping *3 semester hours*
- ENVS 250 Earth Science *3 semester hours*
- EVST 1000 Introduction to Environmental Studies *4 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours*
- MATH 123 Calculus for the Life Sciences II *3 semester hours*
- MATH 204 Applied Statistics *3 semester hours*
- PHYS 2500 General Physics I *4 semester hours*

Note:

In order to be eligible to take an upper division science course, a student must have a C (2.0) average in the lower division science courses.

Upper Division Requirements:

33 upper division science hours which will include:

- ENVS 318 Principles of Ecology *3 semester hours*
- ENVS 357 Environmental Chemistry: Atmosphere and Climate *3 semester hours*
- ENVS 358 Environmental Chemistry: Water, Soil, and Sediment *3 semester hours*
- ENVS 359 Environmental Chemistry Lab *1 semester hours*
- ENVS 361 General Microbiology *3 semester hours*
- ENVS 362 General Microbiology Laboratory *1 semester hours*
- ENVS 491 Environmental Science Capstone I *2 semester hours*
- ENVS 492 Environmental Science Capstone II *2 semester hours*
- ENVS 493 Environmental Science Internship *1 TO 3 semester hours* (enroll in 2 semester hours)
-
- One (1) applied Ecology elective (*3 semester hours*) selected from:
 - BIOL 312 Field Botany *4 semester hours*
 - BIOL 314 Tropical Ecology *4 semester hours*
 - BIOL 315 World Vegetation Ecology *3 semester hours*
 - BIOL 316 Island Biology *3 semester hours*
 - BIOL 321 Urban Ecology *3 semester hours*
 - BIOL 422 Marine Biology *4 semester hours*
 - - or by consent of director

In addition, 10 upper division science elective hours are required, to be selected from:

- ENVS 310 Oceanography *3 semester hours*
- ENVS 356 Sustainable Practices *3 semester hours*
- ENVS 505 Aquatic Chemistry *3 semester hours*
- ENVS 507 Environmental Engineering and Science Lab *3 semester hours*
- ENVS 508 Contaminant Fate, Transport, and Remediation *3 semester hours*
- ENVS 513 Solid Waste Engineering *3 semester hours*
- ENVS 525 Inland Waters *3 semester hours*
- ENVS 580 Engineering Geology *3 semester hours*
- ENVS 581 Ecosystem Services in Urban Landscapes *3 semester hours*
- ENVS 582 Urban Coasts: Habitats, Stressors, and Resilience *3 semester hours*
- ENVS 584 Climate Change and Impacts *3 semester hours*
- BIOL 311 Plant Interactions *3 semester hours*
- BIOL 333 Biology of Mammals *4 semester hours*
- BIOL 334 Invertebrate Zoology *4 semester hours*
- BIOL 335 Comparative Anatomy *4 semester hours*
- BIOL 474 Principles of Evolution *3 semester hours*
- BIOL 477 Conservation Genetics *4 semester hours*
- CHEM 354 Air Pollution: Atmospheric Chemistry *3 semester hours*
- CHEM 356 Sustainable Practices *3 semester hours*
- CHEM 460 Instrumental Analysis and Lab *4 semester hours*
- CHEM 482 Toxicology *3 semester hours*
- CHEM 560 Introduction to Modern Spectroscopy *3 semester hours*
- CIVL 501 Sustainable Water Quality and Resources *3 semester hours*
- CIVL 553 Modeling Environmental and Water Resources Systems *3 semester hours*
- HHSC 322 Public Health *3 semester hours*
- - or by consent of director.

Note:

A student must have a C (2.0) average in upper division science courses.

B.S. Degree in Environmental Science

(125 S.H.)

Freshman Year

Fall Semester

- BIOL 101 General Biology I *3 semester hours*

- BIOL 111 General Biology I Lab 2 *semester hours*
- CHEM 110 General Chemistry I 3 *semester hours*
- CHEM 111 General Chemistry I Lab 1 *semester hours*
- ENVS 101 Introduction to Environmental Science 3 *semester hours*
- FFYS 1000 First Year Seminar 4 *semester hours*
- ENVS 190 Environmental Science Seminar 0 *semester hours*

Total: 15-16 semester hours

Spring Semester

- BIOL 102 General Biology II 3 *semester hours*
- BIOL 112 General Biology II Lab 2 *semester hours*
- CHEM 112 General Chemistry II 3 *semester hours*
- CHEM 113 General Chemistry II Lab 1 *semester hours*
- MATH 122 Calculus for the Life Sciences I 3 *semester hours* or MATH 131 Calculus I 4 *semester hours*
- RHET 1000 Rhetorical Arts 4 *semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- BIOL 201 Cell Function 3 *semester hours*
- CHEM 220 Organic Chemistry I 3 *semester hours*
- CHEM 221 Organic Chemistry I Lab 1 *semester hours*
- EVST 1000 Introduction to Environmental Studies 4 *semester hours*
- MATH 123 Calculus for the Life Sciences II 3 *semester hours* or MATH 132 Calculus II 4 *semester hours*
- - University Core 3-4 *semester hours*

Total: 17-18 semester hours

Spring Semester

- BIOL 202 Genetics 3 *semester hours*
- ENVS 210 Surveying and Mapping 3 *semester hours*
- ENVS 250 Earth Science 3 *semester hours*

- MATH 204 Applied Statistics *3 semester hours*
 - - University Core *3-4 semester hours*

Total: 15-16 semester hours

Junior Year

Fall Semester

- ENVS 318 Principles of Ecology *3 semester hours*
- ENVS 357 Environmental Chemistry: Atmosphere and Climate *3 semester hours*
- ENVS 493 Environmental Science Internship *1 TO 3 semester hours* (enroll in 2 semester hours)
- PHYS 2500 General Physics I *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 16-17 semester hours

Spring Semester

- ENVS 358 Environmental Chemistry: Water, Soil, and Sediment *3 semester hours*
- ENVS 359 Environmental Chemistry Lab *1 semester hours*
 - - Upper Division Applied Ecology Elective *3 semester hours**
- PHYS 2550 General Physics II *4 semester hours*
 - - Upper Division Elective *3-4 semester hours*

Total: 14-15 semester hours

Senior Year

Fall Semester

- ENVS 361 General Microbiology *3 semester hours* OR BIOL 460 Environmental Microbiology *3 semester hours*
- ENVS 362 General Microbiology Laboratory *1 semester hours*
- ENVS 491 Environmental Science Capstone I *2 semester hours*

-
- Upper Division Science Elective *3 semester hours***
-
- Upper Division Science Elective *3 semester hours***
-
- University Core *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- ENVS 492 Environmental Science Capstone II *2 semester hours*
 -
 - Upper Division Science Elective *4 semester hours***
 -
 - Upper Division Elective *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 12-14 semester hours

Total: 119-128 semester hours

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.

Notes:

* Applied Ecology elective is selected from: BIOL 312, BIOL 314, BIOL 315, BIOL 316, BIOL 321, BIOL 322, BIOL 422, or by consent of director.

** Upper Division science electives are selected from: ENVS 310, ENVS 356, ENVS 505, ENVS 507, ENVS 508, ENVS 513, ENVS 525, ENVS 581, ENVS 584, CIVL 501, CIVL 553, BIOL 311, BIOL 333, BIOL 334, BIOL 335, BIOL 474, BIOL 477, CHEM 354, CHEM 356, CHEM 460, CHEM 482, CHEM 560, HHSC 322, or by consent of director.

*** Dean's list requires a minimum of 15 semester hours.

Minor

Environmental Science Minor

Minor Requirements

(28 semester hours)

21 Semester Hours:

- BIOL 101 General Biology I *3 semester hours*
- BIOL 102 General Biology II *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- BIOL 112 General Biology II Lab *2 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- ENVS 101 Introduction to Environmental Science *3 semester hours*

One (1) Environmental Chemistry course (3 semester hours) selected from:

- ENVS 357 Environmental Chemistry: Atmosphere and Climate *3 semester hours*
- ENVS 358 Environmental Chemistry: Water, Soil, and Sediment *3 semester hours*

One (1) Ecology elective (3 semester hours) selected from:

- BIOL 312 Field Botany *4 semester hours*
- BIOL 314 Tropical Ecology *4 semester hours*
- BIOL 315 World Vegetation Ecology *3 semester hours*
- BIOL 316 Island Biology *3 semester hours*
- BIOL 318 Principles of Ecology *4 semester hours*
- BIOL 321 Urban Ecology *3 semester hours*
- BIOL 422 Marine Biology *4 semester hours*

One Upper Division Laboratory course (1 semester hour) selected from:

- BIOL 322 Urban Ecology Lab *1 semester hours*
- ENVS 359 Environmental Chemistry Lab *1 semester hours*
 - - May be selected by lab component within
BIOL 312
BIOL 314
BIOL 318 or
BIOL 422
 - - or by consent of director

Note:

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.

Health and Human Sciences

Faculty

Chairperson: Sarah L. Strand

Professor: Hawley C. Almstedt

Associate Professor: Todd C Shoepe, Sarah L. Strand, Heather P. Tarleton, William P. McCormack

Assistant Professors: Yong Woo An, Christopher Cappelli, Jenevieve L. Roper

Degree

The Department offers a Bachelor of Science in Health and Human Sciences.

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: physical therapy, occupational therapy, physician assistant, nursing, public health, exercise science, and entry-level graduate programs in athletic training. 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.

Bachelors

Health and Human Sciences, B.S.

The Health and Human Sciences major offers specialized programs to provide prerequisite training for graduate programs or careers in such fields as: physical therapy, occupational therapy, physician assistant, nursing, public health, exercise science, and entry-level graduate programs in athletic training.

Student Learning Outcomes

- A. Student will demonstrate an understanding and knowledge in lower division Health and Human Sciences course, regarding the human body and the foundations of the human body.
- B. Students will demonstrate effective communication and interpersonal skills on topics in human health and wellness amongst diverse individuals at the institutional setting as well as the allied health care setting.
- C. Students will demonstrate an appreciation and application of the mission of the university and the department, as well as to ethics of health and human science related careers.
- D. Students will demonstrate mastery and application of knowledge in upper division Health and Human Science courses.

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 chairperson. In addition, students will need to complete MATH 122 and CHEM 110 with a minimum grade of C (2.0) in each class and have a minimum cumulative GPA of 3.0. 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 (B.S.) 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: physical therapy, occupational therapy, physician assistant, nursing, public health, exercise science, and entry-level graduate programs in athletic training.

Major Requirements

In order to graduate, a student must have a C (2.0) average in the lower division science courses and a C (2.0) average in the upper division science courses.

Lower Division Requirements:

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- BIOL 216 Medical Microbiology *3 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours*
- MATH 204 Applied Statistics *3 semester hours*
- HHSC 155 Human Anatomy and Physiology I *3 semester hours*
- HHSC 156 Human Anatomy and Physiology I Lab *1 semester hours*
- HHSC 190 Medical Terminology and Seminar *3 semester hours*
- HHSC 230 Nutrition *3 semester hours*
- HHSC 255 Human Anatomy and Physiology II *3 semester hours*
- HHSC 256 Human Anatomy and Physiology II Lab *1 semester hours*
- PHYS 2500 General Physics I *4 semester hours*
- PHYS 2550 General Physics II *4 semester hours*
- PSYC 1000 General Psychology *4 semester hours*

Upper Division Requirements:

A total of 31 of upper division semester hours are required: 27 semester hours of upper division HHSC and 4 semester hours of PSYC must be completed. Within the 27 semester hours of HHSC, students need to complete:

- A minimum of one 3-semester-hour course from each of the four categories listed below (Clinical; Health Management and Policy; Health and Wellness; Exercise Science)
- 3 laboratory courses (a combination of Upper and Lower Extremities counts as a lab course equivalent)
- 1 semester hour of HHSC 495 Allied Health Internship and 2 semester hours of HHSC 497 Allied Health Internship II. A maximum of 6 semester hours of independent study coursework may count in the upper division major category. This includes any HHSC course between the numbers of 490 and 499, except 498.

One course outside of HHSC may be used to complete the 27 semester hours of upper division HHSC with approval of the Department Chair.

Students are required to take PSYC 3038 or PSYC 3052. A student must have a C (2.0) average in upper division science courses.

Clinical Courses

- HHSC 350 Exercise for Special Populations *3 semester hours*
- HHSC 360 Upper Extremity Evaluation *3 semester hours*
- HHSC 361 Lower Extremity Evaluation *3 semester hours*
- HHSC 460 Therapeutic Modalities in Sports Medicine *3 semester hours*
- HHSC 461 Therapeutic Rehabilitation in Sports Medicine *3 semester hours*

Health Management and Policy Courses

- HHSC 312 Healthcare Administration *3 semester hours*
- HHSC 322 Public Health *3 semester hours*
- HHSC 413 Medical Bioethics *3 semester hours*
- HHSC 420 Chronic Disease and Injury Epidemiology *3 semester hours*

Health and Wellness Courses

- HHSC 320 Obesity and Behavior *3 semester hours*
- HHSC 342 Peer Health Education *3 semester hours*
- HHSC 404 Drugs, Addiction, and Health *3 semester hours*
- HHSC 430 Advanced Nutrition *3 semester hours*

Exercise Science Courses

- HHSC 375 Science Principles of Strength and Conditioning *3 semester hours*
- HHSC 380 Kinesiology *3 semester hours*
- HHSC 475 Exercise Physiology *3 semester hours*
- HHSC 480 Biomechanics *3 semester hours*

B.S. Degree in Health and Human Sciences

(122 S.H.)

Freshman Year

Fall Semester

- HHSC 190 Medical Terminology and Seminar *3 semester hours*

- BIOL 101 General Biology I *3 semester hours*
- BIOL 111 General Biology I Lab *2 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 16 semester hours

Spring Semester

- HHSC 155 Human Anatomy and Physiology I *3 semester hours*
- HHSC 156 Human Anatomy and Physiology I Lab *1 semester hours*
- HHSC 230 Nutrition *3 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 113 General Chemistry II Lab *1 semester hours*
- MATH 122 Calculus for the Life Sciences I *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 18 semester hours

Sophomore Year

Fall Semester

- HHSC 255 Human Anatomy and Physiology II *3 semester hours*
- HHSC 256 Human Anatomy and Physiology II Lab *1 semester hours*
- BIOL 216 Medical Microbiology *3 semester hours*
- PHYS 2500 General Physics I *4 semester hours*
- - University Core *3-4 semester hours*

Total: 14-15 semester hours*

Spring Semester

- MATH 204 Applied Statistics *3 semester hours*
- PHYS 2550 General Physics II *4 semester hours*
- PSYC 1000 General Psychology *4 semester hours*
- - University Cores *3-4 semester hours each*

Total: 14-15 semester hours*

Junior Year

Fall Semester

- - HHSC 300 level with Lab *4 semester hours*
- - HHSC 300 level *3 semester hours*
- HHSC 495 Allied Health Internship *1 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 14-16 semester hours*

Spring Semester

- HHSC 300 level with Lab *4 semester hours*
- HHSC 300 level *3 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*

Total: 13-15 semester hours*

Senior Year

Fall Semester

- HHSC 497 Allied Health Internship II *1 TO 5 semester hours (enroll for 2 semester hours)*
 - - HHSC 400 level with Lab *4 semester hours*
-
- PSYC 3038 Abnormal Psychology *4 semester hours* or
- PSYC 3052 Lifespan Development *4 semester hours*
- - - University Core *3-4 semester hours*
 -

- Upper Division Elective *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- HHSC 400 level *3 semester hours*
- HHSC 400 level *3 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 15-18 semester hours

Note:

* Dean's List requires a minimum of 14 semester hours.

Total minimum 122 semester hours

** A core course may be required to satisfy the 32-semester-hour science major core requirement.

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.

Healthcare Systems Engineering

Faculty

Professor: Bohdan W. Oppenheim

Adjunct Professors: Kevin Baldwin, MPH, PMP, CPHIMS; Joseph M. Duhig, MBA; F. Ronald Feinstein, M.D., F.A.C.S; Howard Fullman, M.D., FACP, FACG, FAGA; Elham Ghashghai, Ph.D.; Ali X. Ghobadi, M.D.; Michael H. Kanter, M.D., CPPS; Hugh McManus, Ph.D.; Hassan Movahedi, MD, Ph.D.; John Poladian

Advisors: Jamie Gearon, VA GLA; Michael H. Kanter, M.D., CPPS, KP School of Medicine; Gail Lindsay, Providence St. Joseph Health; Mitesh B. Rao, MD, MHS, Stanford Health; Ilan Shapiro Stygler, M.D., AltaMed; Drew Weil, UCLA Health; Jeffrey Weisz, M.D., ret. Executive Medical Director and Chairman of the Board for Kaiser Permanente

Contact Information

Graduate Director: Bohdan W. Oppenheim

Office Location: Pereira 204

Telephone: 310.338.2825

E-mail: boppenheim@lmu.edu

Certificate

Lean Healthcare Systems Certificate

The three-course graduate certificate in Lean Healthcare Systems is a convenient advanced program for healthcare professionals (providers, nurses and administrators in hospitals, emergency departments, operating rooms, clinics, clinical laboratories, radiology laboratories, pharmacies and supply chain) desiring to acquire powerful and practical knowledge of streamlining operations, eliminating waste and increasing value to patients, providers and the enterprise using Lean management. The Certificate delivers modern and comprehensive practical education. No prior knowledge of Lean is required. The program is managed by the faculty of the Healthcare Systems Engineering program. The students who complete the Certificate program with the GPA of "B" or higher can apply for re-admission into the Master's degree program in Healthcare Systems Engineering and have all certificate courses credited towards the Master's program.

Admission Requirements

- Application to Graduate Admission and a \$50 application fee. To apply on-line, visit <http://graduate.lmu.edu>.
- B.S. or B.A. from an accredited university program
- Undergraduate transcript
- Two years' work experience in healthcare environment
- Two letters of recommendation from employers (one current) or former professors.
- Promising applicants who do not satisfy these requirements may be considered for conditional admission and, when so admitted, must demonstrate satisfactory performance during their first year in the program.

Graduation Requirements

Completion of the following three courses (9 semester hours):

- HSEG 535 Lean Healthcare *3 semester hours*
- HSEG 695 Preparation for Capstone Project *0 semester hours (one Saturday meeting)*
- HSEG 696 Project in Healthcare *3 semester hours*

Plus one Elective to be chosen from:

- HSEG 605 Healthcare Systems Engineering *3 semester hours*
- HSEG 635 Advanced Lean Management of Healthcare *3 semester hours*

- The Capstone Project HSEG 696 should be taken in the last Spring or Fall semester of the studies.

The overall minimum GPA required for award of the Certificate is 2.7; the minimum grade in the 535 course is B, and the minimum grade in the 600-level courses is C.

Schedule

The Certificate can be completed in 10 months, as follows. The online HSEG 535 Lean Healthcare course is offered in Summer Session II. HSEG 635 Advanced Lean Management of Healthcare and HSEG 605 Healthcare Systems Engineering is offered in class in the Fall semester (one evening per week). The Project course, HSEG 696 Project in Healthcare, is offered in the Spring semester. The student completes the Project mostly on his/her own time, or at work, with only a few meetings with the advisor.

Registering into the courses is the student's responsibility. A student is expected to make reasonable progress toward the degrees to remain in good standing at the University.

Dual-Degree

Dual M.S. in Healthcare Systems Engineering/Master of Business Administration

The mission of the Dual Degree MS in Healthcare Systems Engineering/MBA program is to educate professionals in the healthcare systems engineering and business disciplines that will make them leaders of highly complex healthcare endeavors within their sponsoring organizations.

The dual degree MS/MBA program will confer two degrees upon its graduates: an MBA and an MS in Healthcare Systems Engineering. Students may obtain either an MS in Healthcare Systems Engineering or an MBA degree as a stand-alone by fulfilling the individual degree requirements. Taking the dual degree program saves the student several courses compared to the two programs taken separately.

The dual degree MS in Healthcare Systems Engineering/MBA program is designed to be completed in approximately three years. Typically, the Healthcare Systems Engineering classes are completed first, followed by taking the required classes in the MBA program.

The Dual Degree MS in Healthcare Systems Engineering/MBA program will confer two degrees upon its graduates: an MBA and an MS in Healthcare Systems Engineering. Students may obtain either an MS in Healthcare Systems Engineering or an MBA degree as a stand-alone by fulfilling the individual degree requirements. Taking the dual degree program saves the student several courses compared to the two programs taken separately.

Learning Outcomes

For the Healthcare Systems Engineering M.S.:

1. Apply the fundamental principles of Healthcare Systems Engineering to complex healthcare problems
2. Become leaders of innovative healthcare projects and businesses
3. Develop multidisciplinary skills to architect, design & manage complex healthcare systems throughout their life cycle
4. Apply principles of systems engineering, systems thinking, project management and lean engineering to improve operational efficiency, reduce fragmentation, improve patient safety and reduce provider burnout, and apply state of the art knowledge to healthcare.
5. Develop technical skills to analyze, and design integrated healthcare systems

For the M.B.A.:

- Students will be able to apply key concepts in the business-related areas of accounting, finance, marketing, operations and supply chain management, information technology, and economics.
- Students will be able to evaluate how economic and trade issues, different cultures, and the political environment impact business situations.
- Students will be able to utilize critical thinking skills in analyzing business situations.
- Students will be able to integrate concepts and skills from multiple business areas when analyzing business situations.
- Students will be able to effectively express knowledge and ideas through written communication and oral communication.
- Students will be able to demonstrate an understanding of leadership principles within themselves and in organizations.
- Students will understand and be able to evaluate formal and informal organizational structure and processes.
- Students will be able to analyze teamwork and interpersonal relations in an organizational setting.
- Students will be able to apply appropriate data analysis techniques in the analysis of business situations and in decision making.
- Students will be able to identify an ethical dilemma in a business situation and apply an ethics model or framework to propose and defend a resolution.
- Students will be able to identify social responsibility issues and incorporate responsibility to stakeholders in their analysis of business situations.
- Students will be able to identify sustainability issues and incorporate environmental responsibilities in their analysis of business situations.

Admissions

Both the MBA Program in the College of Business Administration and the Healthcare Systems Engineering Program in the Frank R. Seaver College of Science and Engineering must accept students applying to the dual degree program 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. The application is submitted on-line to Graduate

Admissions with a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>. Applicants must submit:

- GMAT or GRE score (for admission into the College of Business Administration)
- A transcript documenting the Bachelor's degree in engineering or science from an ABET accredited program (or equivalent) with a GPA of 3.0 or better
- Two years of full-time work experience is preferred
- Resume
- Essay discussing how the two degrees fit into applicant's career development

Graduation Requirements

Students enrolled in the Dual Degree MS/MBA Program are jointly advised by the Graduate Program Director for Healthcare Systems Engineering in the Seaver College and the MBA Program Director in the College of Business Administration. Students can begin the dual degree program in any semester. It is recommended that incoming students take a full course load of Healthcare Systems Engineering courses and complete the MS the first year of the dual-degree program, then begin the MBA curriculum in year two.

In addition to the MBA Curriculum, dual degree students will take a total of eight (8) Healthcare Systems Engineering courses, of which five will be used to satisfy the emphasis/concentration requirement for the MBA degree. Two of the MBA courses of the are taken as part of the MBA coursework and apply to the M.S. in Healthcare Systems Engineering.

MBA curriculum (no emphasis)	
Note: 5 Healthcare Systems Engineering Courses count Towards the electives in the MBA program	36 semester hours
MS in Healthcare Systems Engineering	
Eight Courses in Healthcare Systems Engineering, Note: 2 MBA courses count toward elective For the MS in Healthcare Systems Engineering	24 semester hours
Dual Degree Total:	60 semester hours

Note: The Graduate Program Director for the MS in Healthcare Systems Engineering has the discretion to substitute other Healthcare Systems Engineering coursework based on availability and Frank R. Seaver College of Science and Engineering Dean's office approval.

Note: When the course requirements outlined above are completed, the student will be awarded both the MBA and the MS in Healthcare Systems Engineering.

Masters

Healthcare Systems Engineering, M.S.

The Healthcare Systems Engineering (HSE) Master's Program offers the two following modalities:

1. **4+1 HSE program** for LMU undergraduate science students who earn their BS degree at LMU and wish to earn the MS degree one year later
2. **A regular HSE MS program**

Objectives and Outcomes of Healthcare Systems Engineering Master's Program

1. To serve the healthcare industry with innovative comprehensive education in systems-based healthcare operations management, enabling graduates for successful professions throughout healthcare. Potential applications include: clinical and operational management within hospitals, clinics, radiology and clinical laboratories, pharmacies, emergency departments, operating rooms, healthcare enterprise IT systems; as well as industry initiatives such as lifecycle patient wellness and population health, telemedicine, health delivery systems, and medical device systems. Educational Outcome: All students will appreciate and understand these applications.
2. To integrate academic training with industry application, through effective partnerships with national recognized faculty from LMU, Kaiser Permanente, UCLA Health, and other healthcare organizations, who deliver exciting and important curriculum, as well as student projects, internships, and industry connections. Educational Outcome: All students will perform a Capstone Project with relevant and practical industrial application.
3. To equip graduates with industry-leading knowledge in health systems engineering, systems-enhanced lean management, and project management, providing management skills that enables graduates to effectively lead systems-based change initiatives within the healthcare setting. Educational Outcome: All students will perform a Capstone Project demonstrating systems engineering and project management process and skills. Two advanced Lean courses will test students' ability to apply Lean methods.
4. To assure continued program excellence and industry relevance with nationally recognized experts serving on the HSE Board of Advisors. Educational Outcome: All students will have an opportunity to interact with national experts in their classes, in guest lectures and seminars and in industrial visits.

5. To serve our students, graduates, and the industry with opportunities to enhance ethical healthcare using resources of the renown LMU Bioethics Institute. Educational Outcome: Students will be exposed to the Bioethics Institute operations and relevance in healthcare operations via a guest lecture.

4+1 HSE Program for LMU Undergraduate Science Students

Admission Requirements

- Senior standing in Fall semester; apply by November 1 in the Senior year. Admissions decided during the month of November. Enter the program in the Senior Spring Semester.
- Application to Graduate Admission and a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>.
- Undergraduate GPA of at least 3.0 recommended. Lower GPA will be considered on a case-by-case basis.
- Essay demonstrating passion for a healthcare career
- Two letters of recommendation

Graduation Requirements

One course (HSEG 515 Healthcare Delivery Systems) to be taken in the Senior year as an undergraduate elective (included in the undergraduate tuition), plus 9 HSE courses.

Core Courses

- SYEG 510 Project Management *3 semester hours*
- HSEG 515 Healthcare Delivery Systems *3 semester hours* (taken as an undergraduate elective in the Senior year included in the undergraduate tuition)
- HSEG 535 Lean Healthcare *3 semester hours*
- HSEG 605 Healthcare Systems Engineering *3 semester hours*
- HSEG 625 Patient Safety and Quality Systems *3 semester hours*
- HSEG 635 Advanced Lean Management of Healthcare *3 semester hours*
- HSEG 665 Population Health and Big Data Analytics *3 semester hours*
- HSEG 675 Healthcare Enterprise Informatics and Electronic Health Records *3 semester hours*
- HSEG 695 Preparation for Capstone Project *0 semester hours*
- HSEG 696 Project in Healthcare *3 semester hours*

Elective Course

One course to be selected from the following electives:

- HSEG 545 Healthcare Seminar *3 semester hours* *
- HSEG 655 Medical Devices and Integrated Systems *3 semester hours* *
- SYEG 668 Systems Engineering Modeling and Analysis *3 semester hours* *
- HSEG 699 Independent Studies *1 TO 3 semester hours* *

Notes:

* In any given year, between two and four of these elective courses will be offered depending on the number of students and their interests.

The Capstone Project HSEG 696 Project in Healthcare should be taken in the last Spring or Fall semester of the studies.

HSEG 699 Independent Studies must be pre-approved by the Advisor.

Schedule

- Take the first course HSEG 515 Healthcare Delivery Systems in Senior Spring semester as an Elective, under the undergraduate tuition
- Graduate normally with the BS degree in May of the Senior year
- As a graduate student, follow with the HSEG 535 Lean Healthcare course in Summer Session II
- Follow with five courses (510, 605, 625, 635 and 695) in the Fall semester and four in the Spring semester
- Graduate with MS degree in May
- The students who fail to follow this schedule default to the regular HSE MS program.

For more information, contact Dr. Bo Oppenheim, boppenheim@lmu.edu, 310.338.2825.

HSE Program for Regular Students

Admission Requirements

- Application to Graduate Admission and a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>.
- Bachelor's degree in science and engineering from a U.S. accredited university. Candidate with degrees from U.S. accredited universities in other fields (e.g., psychology, pre-med, business) who have completed upper division science, mathematics and statistics courses will be evaluated individually.
- Minimum cumulative GPA of 3.0 recommended. Lower GPA will be considered on a case-by-case basis.
- Essay demonstrating passion for a healthcare
- 2 letters of recommendation

Graduation Requirements

The requirement for the MS in HSE is 30 semester hours (10 courses at three semester hours each).

Core Courses

- SYEG 510 Project Management *3 semester hours*
- HSEG 535 Lean Healthcare *3 semester hours*

- HSEG 605 Healthcare Systems Engineering *3 semester hours*
- HSEG 625 Patient Safety and Quality Systems *3 semester hours*
- HSEG 635 Advanced Lean Management of Healthcare *3 semester hours*
- HSEG 665 Population Health and Big Data Analytics *3 semester hours*
- HSEG 675 Healthcare Enterprise Informatics and Electronic Health Records *3 semester hours*
- HSEG 695 Preparation for Capstone Project *0 semester hours*
- HSEG 696 Project in Healthcare *3 semester hours*

Elective Courses

Two (2) courses to be selected from the following electives:

- HSEG 515 Healthcare Delivery Systems *3 semester hours* (mandatory, if the student lacks healthcare background)
- HSEG 545 Healthcare Seminar *3 semester hours*
- HSEG 655 Medical Devices and Integrated Systems *3 semester hours* *
- SYEG 668 Systems Engineering Modeling and Analysis *3 semester hours*
- HSEG 699 Independent Studies *1 TO 3 semester hours*

Note:

- * In any given year, between two and four of these elective courses will be offered depending on the number of students and their interests.

Notes:

Students lacking healthcare work experience will need to include HSEG 515 Healthcare Delivery Systems as one elective.

The Capstone Project, HSEG 696 Project in Healthcare, should be taken in the last Spring or Fall semester of the studies.

HSEG 699 Independent Studies must be pre-approved by the Advisor.

Schedule

- Application deadline for regular students: year round.
- Students can be admitted either for the Summer Term II or Spring Semester (note: no Fall semester admissions). Students with work experience in healthcare will enter the program in the Summer Term II with the course HSEG 535 Lean Healthcare. Students without experience in healthcare will enter the program in the Spring semester with HSEG 515 Healthcare Delivery Systems, and follow with the HSEG 535 Lean Healthcare in Summer Session II.
- The remaining courses can be accomplished at the student's own pace. Two courses per each Fall and Spring semester is considered a full load. HSE students are free to take between one and four courses per semester.

The students with healthcare work experience may complete the HSE MS program in one year by following this aggressive schedule:

- Enter the program in the Summer Term II with the course HSEG 535 Lean Healthcare.
- Follow with four courses in the Fall (plus the HSEG 695 course of zero units) and four in the Spring semesters.
- End with an Elective course in the Summer Term I.

Online and Face-to-Face Courses

Starting in Fall 2020, all HSE courses will be available online. The following courses will be delivered only online: HSEG 535, HSEG 655, HSEG 665, HSEG 675. The remaining courses can be taken in classroom, face-to-face with the instructor, as well as online subject to pandemic limitations. The online access instructions will be emailed to all registered students before the semester start. All students should own a laptop computer with a camera and microphone, and access to fast internet.

Mathematics

Faculty

Chairperson: Lily S. Khadjavi

Professors: Anna Bargagliotti, Michael Berg, Alissa S. Crans, Christina Eubanks-Turner, Ben G. Fitzpatrick (Clarence J. Wallen, S.J., Chair), Lily S. Khadjavi, Suzanne Larson, Thomas Laurent, Blake Mellor, Edward C. Mosteig, Patrick D. Shanahan

Associate Professors: Yanping Ma, Robert James Rovetti

Assistant Professors: Joshua Hallam, Junyuan Lin

Senior Instructors: Natalie Rivetti-Ortiz

Instructors: Karen Ellis, Mobashera Hallam, Vivian Lezak, Roberto Martinez

Mathematics Graduate Program

Contact Information

Graduate Director: Christina Eubanks-Turner

Office Location: University Hall 2712

Telephone: 310.338.5107

Fax: 310.338.3768

E-mail: Christina.Eubanks-Turner@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 connect 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. Two letters of recommendation addressing the student's mathematical background and teaching experience, if any, are also required.

Program Requirements

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. A degree candidate is required to complete, with an average grade of at least 3.0 ("B"), a program of study that may include prerequisite undergraduate-level coursework, and that must include thirty or more semester hours of graduate-level coursework, as deemed appropriate by the advisor in consultation with the department. Of the graduate level coursework, fifteen to eighteen semester hours are to be in Mathematics and twelve to fifteen in Education. The exact number of semester hours in Mathematics and Education will be determined in consultation with the department.

Mathematics Undergraduate Program

Mathematics Placement Examination

The purpose of this examination is to determine the level of preparation of the student and to place them 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 Economics 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 their major, who plans to take MATH 120, MATH 112, MATH 122, MATH 131, or MATH 106 and who has not transferred a college algebra or higher level college mathematics class is required first to take the mathematics placement examination. The mathematics placement examination may only be taken one time.

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 Education Mathematics Minor section in this Bulletin.

Bachelor Degree 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 them prepare for their chosen career. The Department's programs allow a student to focus on different aspects of the discipline and lead to one of four undergraduate degrees:

- Bachelor of Science with a major in Mathematics
- Bachelor of Science with a major in Applied Mathematics
- Bachelor of Science with a major in Statistics and Data Science
- Bachelor of Arts with a major in Mathematics (Mathematics Education Emphasis)
- Bachelor of Arts with a major in Mathematics

The Department offers two minors:

- Mathematics Minor
- Statistics and Data Science Minor

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 or statistics and data science that goes beyond the requirements of their degree program. The general Mathematics Minor is designed for maximum flexibility in order to accommodate student interest in pure mathematics, applied mathematics, or mathematics for future teachers. The Statistics and Data Science Minor blends computational science programming, mathematics, and statistics in a program tailored for students interested in working with data.

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.

Bachelors

Applied Mathematics, B.S.

Objectives

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.

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 and statistics,
 - d. numerical methods and scientific computation,
 - e. partial differential equations and Fourier analysis.
 Students will be able to:

- i. State and use basic definitions and theorems.

- ii. Solve problems using a variety of techniques including: methods of proof, geometric reasoning, algebraic thinking, algorithmic techniques, and the application of computer software and programming.
 - iii. Explain the central concepts of the area.
 - iv. Apply mathematical methods to problems of science, engineering or related fields.
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.

General Major Requirements

Students must complete the corresponding 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 (12 courses)

- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- MATH 205 Applied Statistics *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*

Two lower division courses chosen from:

- BIOL 101 General Biology I *3 semester hours*
- BIOL 102 General Biology II *3 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- CMSI 1010 Computer Programming and Laboratory *4 semester hours*
- CMSI 2120 Data Structures and Applications *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*

Upper Division Requirements (10 courses)

- MATH 323 Real Analysis I *4 semester hours*
- MATH 333 Abstract Algebra I *4 semester hours*
- MATH 356 Methods of Applied Mathematics *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
- MATH 382 Applied Numerical Methods *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
- MATH 492 Workshop in Mathematics IV *1 semester hours*

One upper division MATH course chosen from:

- MATH 423 Real Analysis II *4 semester hours*
- MATH 433 Abstract Algebra II *4 semester hours*
- MATH 450 Advanced Linear Algebra *4 semester hours*
- MATH 460 Advanced Topics in Probability *4 semester hours*
- MATH 472 Topology *4 semester hours*
- MATH 482 Advanced Numerical Methods *4 semester hours*
- MATH 496 Mathematical Modeling *4 semester hours*

Completion of:

- One 4 semester hour upper division MATH elective chosen in consultation with their faculty advisor
- One upper division course in a scientific area of specialization chosen in consultation with their 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.

Bachelor of Science in Applied Mathematics Curriculum

(124-127 S.H.)

Freshman Year

Fall Semester

- MATH 131 Calculus I *4 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours* or
 - - Science Requirement *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours and/or*
 - Science Requirement *3-4 semester hours*

Total: 15-18 semester hours

Sophomore Year

Fall Semester

- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
 - - University Core *4 semester hours*
 - University Core *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 205 Applied Statistics *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*
- - University Core *3-4 semester hours*

Total: 16-17 semester hours

Junior Year

Fall Semester

- MATH 323 Real Analysis I *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
- - University Core *4 semester hours*
 - Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 333 Abstract Algebra I *4 semester hours*
- MATH 382 Applied Numerical Methods *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
- - University Core *3-4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 15-17 semester hours

Senior Year

Fall Semester

- MATH 4xx Requirement *4 semester hours**
- Upper Division Science Requirement *3-4 semester hours***
- University Core *4 semester hours*
- Upper Division Elective *4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 356 Methods of Applied Mathematics *4 semester hours*
- MATH 492 Workshop in Mathematics IV *1 semester hours*
 - - MATH 3xx or 4xx Mathematics Elective *4 semester hours*
 - University Core *3-4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 16-17 semester hours

Total: 124-127 semester hours

* One upper division course is required from MATH 423, MATH 433, MATH 450, MATH 460, MATH 472, MATH 482, or MATH 496.

** One upper division course is required in a scientific area of specialization chosen with faculty advisor and approved by the Chairperson of the Mathematics Department.

Note:

- Dean's list requires a minimum of 14 semester hours.
- 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.

Mathematics, B.A. (Mathematics Education Emphasis)

Objectives

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 their advisor, the student may design a schedule carefully so that s/he can complete the 2042 California Preliminary Single Subject (Secondary) Teaching Credential during their 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 Center for Undergraduate Teacher Preparation section in this Bulletin.

Learning Outcomes

1. Content Proficiency. In each of the following subject areas of mathematics

- a. calculus and analysis,
- b. abstract and linear algebra,
- c. geometry,
- d. probability and statistics;

Students will be able to:

- i. State and use basic definitions and theorems.
 - ii. Solve problems using a variety of techniques including: methods of proof, geometric reasoning, algebraic thinking, algorithmic techniques, and the application of computer software and programming.
 - iii. 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 teaching mathematics-related professions or in a graduate school academic environment. Students will participate in significant pre-professional experiences related to the teaching profession.

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 (10 courses)

- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- MATH 205 Applied Statistics *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*

Upper Division Requirements (10 courses)

- MATH 307 Teaching Math Practicum *2 semester hours*
- MATH 323 Real Analysis I *4 semester hours*
- MATH 333 Abstract Algebra I *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
- MATH 451 Fundamental Concepts of Geometry *4 semester hours*
- MATH 494 Senior Seminar for Future Mathematics Educators *2 semester hours*
- EDES 516 Secondary Content Methodology for Teaching Math *3 semester hours*

Completion of:

Two 3 semester hour EDES courses chosen from the list of requirements for the preliminary single subject secondary credential or one such EDES course and one lower division science course chosen from BIOL 101, BIOL 102, BIOL 201; CHEM 110, CHEM 112, CHEM 113; CMSI 1010, CMSI 2120; or PHYS 1100, PHYS 2100.

Bachelor of Arts in Mathematics Curriculum

(124/126 S.H.)

Freshman Year

Fall Semester

- MATH 131 Calculus I *4 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
-

- University Core *3-4 semester hours* or
-
- University Core *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
-
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*

Total: 16-18 semester hours

Sophomore Year

Fall Semester

- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
-
- University Core *4 semester hours*
-
- University Core *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 205 Applied Statistics *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*
-
- University Core *3-4 semester hours*

Total: 16-17 semester hours

Junior Year

Fall Semester

- MATH 323 Real Analysis I *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
 - - EDES 4xx Education Requirement *3 semester hours*
 - University Core *3-4 semester hours*
 - University Core *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- MATH 307 Teaching Math Practicum *2 semester hours*
- MATH 333 Abstract Algebra I *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
 - - EDES 4xx Education Requirement *3 semester hours*
 - University Core *3-4 semester hours*
 - University Core *3-4 semester hours*

Total: 16-18 semester hours

Senior Year

Fall Semester

- MATH 451 Fundamental Concepts of Geometry *4 semester hours*
- MATH 494 Senior Seminar for Future Mathematics Educators *2 semester hours*
- EDES 516 Secondary Content Methodology for Teaching Math *3 semester hours*
 - - University Core *4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 16-17 semester hours

Spring Semester

- Upper Division Elective *3-4 semester hours* *
- Upper Division Elective *3-4 semester hours* *
- Upper Division Elective *3-4 semester hours* *
- Upper Division Elective *3-4 semester hours* *

Total: 12-16 semester hours

Total: 124/126 semester hours

**For the student who is working on the teaching credential, these semester hours can be used for secondary directed teaching (EDCE 412).*

Mathematics, B.S.

Objectives

This degree program is designed for students who want a broad foundation in mathematics. By choosing appropriate mathematics electives in consultation with their 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.

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,
- d. numerical methods and scientific computation;

Students will be able to:

- i. State and use basic definitions and theorems.
- ii. Solve problems using a variety of techniques including: methods of proof, geometric reasoning, algebraic thinking, algorithmic techniques, and the application of computer software and programming.
- iii. 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.

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 (11 courses)

- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*

Two lower division science courses chosen from:

- BIOL 101 General Biology I *3 semester hours*
- BIOL 102 General Biology II *3 semester hours*
- CHEM 110 General Chemistry I *3 semester hours*
- CHEM 112 General Chemistry II *3 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- CMSI 1010 Computer Programming and Laboratory *4 semester hours*
- CMSI 2120 Data Structures and Applications *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*

- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*

Upper Division Requirements (10 courses)

- MATH 323 Real Analysis I *4 semester hours*
- MATH 333 Abstract Algebra I *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
- MATH 382 Applied Numerical Methods *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
- MATH 492 Workshop in Mathematics IV *1 semester hours*

One upper division MATH course chosen from:

- MATH 423 Real Analysis II *4 semester hours*
- MATH 433 Abstract Algebra II *4 semester hours*
- MATH 450 Advanced Linear Algebra *4 semester hours*
- MATH 460 Advanced Topics in Probability *4 semester hours*
- MATH 472 Topology *4 semester hours*
- MATH 482 Advanced Numerical Methods *4 semester hours*
- MATH 496 Mathematical Modeling *4 semester hours*

Completion of:

- 12 semester hours of upper division MATH electives chosen in consultation with their faculty advisor

Bachelor of Science in Mathematics Curriculum

(124-126 S.H.)

Freshman Year

Fall Semester

- MATH 131 Calculus I *4 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - Science Requirement *3-4 semester hours* or
 - - University Core *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - Science Requirement 3-4 semester hours and/or
 - University Core 3-4 semester hours

Total: 16-18 semester hours

Sophomore Year

Fall Semester

- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
 - - University Core 4 semester hours
 - University Core 3-4 semester hours

Total: 15-16 semester hours

Spring Semester

- MATH 234 Calculus III *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*
 - - University Core 3-4 semester hours
 - University Core 3-4 semester hours

Total: 15-17 semester hours

Junior Year

Fall Semester

- MATH 323 Real Analysis I *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
 - - University Core *4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 333 Abstract Algebra I *4 semester hours*
- MATH 382 Applied Numerical Methods *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
 - - University Core *3-4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 15-17 semester hours

Senior Year

Fall Semester

- MATH 4xx Mathematics Elective *4 semester hours**
- MATH 3xx or 4xx Mathematics Elective *4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 3xx or 4xx Mathematics Elective *4 semester hours*
- MATH 3xx or 4xx Mathematics Elective *4 semester hours*
- MATH 492 Workshop in Mathematics IV *1 semester hour*
- University Core *4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 16-17 semester hours

Total: 124-126 semester hours

* One upper division course is required from MATH 423, MATH 433, MATH 450, MATH 460, MATH 472, MATH 482, or MATH 496.

Mathematics, B.A.

Objectives

This major is designed for students with interests in a variety of disciplines to study mathematics. The Bachelor of Mathematics degree is an intentionally flexible program that provides a solid base of lower and upper division mathematics courses and has over one-third of the mathematics requirements made up of electives. Modelled after degree requirements in the Bellarmine College of Liberal Arts, this program requires students to complete the full University Core and is ideal for students interested in double-majoring in mathematics and a liberal art.

Learning Outcomes

1. Content Proficiency. In each of the following subject areas of mathematics:
 - a. single variable calculus and analysis,
 - b. abstract and linear algebra,
 - c. two other subject areas of mathematics chosen from geometry, probability, numerical methods and scientific computation, and statistics

Students will be able to:

- i. State and use basic definitions and theorems,
 - ii. Solve problems using a variety of techniques including: methods of proof, geometric reasoning, algebraic thinking, algorithmic techniques, and the application of computer software and programming,
 - iii. 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.

General Major Requirements

Students must complete the full Bachelor of Arts University Core requirements as defined by the Bellarmine College of Liberal Arts; 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 (8 courses)

- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*

Two 4 semester hour lower division MATH electives chosen in consultation with their faculty advisor from:

- MATH 205 Applied Statistics *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*

Upper Division Requirements (7 courses)

- MATH 323 Real Analysis I *4 semester hours*
- MATH 333 Abstract Algebra I *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
- MATH 492 Workshop in Mathematics IV *1 semester hours*

Completion of:

- 12 semester hour upper division MATH electives chosen in consultation with their faculty advisor

Bachelor of Arts in Mathematics Curriculum

(124 S.H.)

Freshman Year

Fall Semester

- MATH 131 Calculus I *4 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *4 semester hours*
 - University Core *3-4 semester hours*

Total: 16-18 semester hours

Spring Semester

- MATH 132 Calculus II *4 semester hours*
- MATH 181 Introduction to Programming *2 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - University Core *3-4 semester hours*

Total: 16-18 semester hours

Sophomore Year

Fall Semester

- MATH 249 Introduction to Methods of Proof *4 semester hours*
 - - MATH 2xx Mathematics Elective *4 semester hours*
 - University Core *4 semester hours*
 - Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- - MATH 2xx Mathematics Elective *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*
 - - University Core *4 semester hours*
 - University Core *4 semester hours*
 - Elective *3-4 semester hours*

Total: 16-17 semester hours

Junior Year

Fall Semester

- MATH 323 Real Analysis I *4 semester hours*
 - - University Core *4 semester hours*
 - University Core *4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 333 Abstract Algebra I *4 semester hours*
 - - MATH 3xx or 4xx Mathematics Elective *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
 - - University Core *4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 16-17 semester hours

Senior Year

Fall Semester

- MATH 3xx or 4xx Mathematics Elective *4 semester hours*
- University Core *4 semester hours*

- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- - MATH 3xx or 4xx Mathematics Elective *4 semester hours*
- MATH 492 Workshop in Mathematics IV *1 semester hours*
 - - Upper Division Elective *3-4 semester hours*
 - Upper Division Elective *3-4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 14-17 semester hours

Total: 124 semester hours

Statistics and Data Science, B.S.

Objectives

This degree program is designed for students who want an interdisciplinary course of study that combines computing with statistical analysis and data science. The degree is designed to meet the needs of students who expect to work in a data related field in industry or pursue a graduate degree in either statistics or data science.

Learning Outcomes

1. Students formulate and/or address questions about univariate data, collect/consider univariate data, analyze univariate data, and interpret results.
2. Students understand, calculate, and interpret descriptive measures for quantitative and/or categorical variables to describe characteristics of the data.
3. Students create and interpret basic data visualizations for quantitative and categorical variables.
4. Students understand, carry out, and interpret basic inferential statistical procedures for one or two samples.
5. Students understand, carry out, and interpret results from estimating statistical models for bivariate data (e.g., linear regression, interpolation, extrapolation, predictive inference).
6. Students carry out and communicate results from extensive data-driven project(s) related to a real-life problem (extensive means that a single project takes several weeks to complete or a series of projects take more than several weeks to complete and are worth a significant portion of the final grade).
7. Students communicate their analyses and the interpretations of their results in a manner that is appropriate to their discipline in the context of the data (e.g., communication could be emphasized with presentations, oral explanations of results, oral/written answers for in-class work, written explanation of results).
8. Students understand the implications of study design, consider ethics in data collection, can select appropriate statistical methods for data analysis, and can explain the limitations of their analyses and interpretations.
9. Students become critical consumers of statistically-based results reported in popular media, recognizing whether reported results reasonably follow from the study and analysis conducted.

10. Students formulate and/or address questions about multivariate data, collect/consider multivariate data, analyze multivariate data, and interpret results.
11. Students use current statistical software or statistical packages that are appropriate to the discipline and context beyond basic Excel or a calculator.
12. Students write a program (using a programming language) to organize, manipulate, and analyze and extract information from the data.
13. Students study at least one type of advanced data-analytic methods such as (but not limited to): generalized linear models, Bayesian analysis, advanced probability theory and stochastic processes, non-linear models, machine learning, advanced study-design, big data analysis, econometrics, or statistical computing.

General Major Requirements

Students must complete the corresponding 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.

Statistics and Data Science 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 (10 courses)

- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- MATH 205 Applied Statistics *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*
- CMSI 1010 Computer Programming and Laboratory *4 semester hours*
- CMSI 2120 Data Structures and Applications *4 semester hours*

Upper Division Requirements (10 courses)

- MATH 304 Multivariable Statistics *4 semester hours*
- MATH 323 Real Analysis I *4 semester hours* **OR** MATH 382 Applied Numerical Methods *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
- MATH 470 Machine Learning *4 semester hours*

- MATH 480 Big Data Visualization *4 semester hours*
- MATH 492 Workshop in Mathematics IV *1 semester hours*
- MATH 504 Modern Computational Statistics *4 semester hours*
- MATH 540 Deep Learning *4 semester hours*
- - One 4 semester hour upper division MATH elective chosen in consultation with their faculty advisor

Bachelor of Science in Statistics and Data Science

(124 S.H.)

Freshman Year

Fall Semester

- MATH 131 Calculus I *4 semester hours*
- MATH 190 Workshop in Mathematics I *2 semester hours*
- CMSI 1010 Computer Programming and Laboratory *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- - University Core *4 semester hours*

Total: 17-18 semester hours

Spring Semester

- MATH 132 Calculus II *4 semester hours*
- CMSI 2120 Data Structures and Applications *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
- - University Core *4 semester hours*

Total: 16 semester hours

Sophomore Year

Fall Semester

- MATH 205 Applied Statistics *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
- - University Core *4 semester hours*
 - University Core *3-4 semester hours*

Total: 16-17 semester hours

Spring Semester

- MATH 234 Calculus III *4 semester hours*

- MATH 251 Applied Linear Algebra *4 semester hours*
- MATH 290 Workshop in Mathematics II *1 semester hours*
 - - University Core *4 semester hours*
 - University Core *3-4 semester hours*

Total: 16-17 semester hours

Junior Year

Fall Semester

- MATH 323 Real Analysis I *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
 - - University Core *4 semester hours*
 - Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 304 Multivariable Statistics *4 semester hours*
- MATH 480 Big Data Visualization *4 semester hours*
- MATH 390 Workshop in Mathematics III *1 semester hours*
 - - University Core *4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 16-17 semester hours

Senior Year

Fall Semester

- MATH 470 Machine Learning *4 semester hours*
- MATH 504 Modern Computational Statistics *4 semester hours*
 - - University Core *4 semester hours*
 - Upper Division Elective *3-4 semester hours*

Total: 15-16 semester hours

Spring Semester

- MATH 492 Workshop in Mathematics IV *1 semester hours*
 - - MATH 3xx or 4xx Mathematics Elective *4 semester hours*
- MATH 540 Deep Learning *4 semester hours*
 - - University Core *4 semester hours*

- Upper Division Elective *3-4 semester hours*

Total: 16-17 semester hours

Total: 124 semester hours

Masters

Mathematics for Teaching, M.A.T.

This program provides an opportunity for secondary school teachers to broaden their background in mathematical science and connect this knowledge to current education practice.

Learning Outcomes

Students graduating from this program will have a deeper and richer understanding of mathematics. In particular, they will

1. Appreciate the aesthetics of mathematics
2. Have knowledge of how advanced mathematics is reflected in teaching high school mathematics
3. Be proficient at proof and problem solving, particularly as related to teaching high school mathematics
4. Be better prepared to assume a leadership role in the mathematics community at their schools.

Admission Requirements

Students seeking admission to the Master of Arts in Teaching Mathematics program should have completed an undergraduate program in mathematics or a closely related field. The applicant must have completed a minimum of six upper division courses in Mathematics with a 3.0 ("B") average.

To be considered for admission, students must submit a Graduate Division application, the application fee, a statement of intent, and transcripts from all colleges/universities attended. A cumulative GPA of 3.0 as an undergraduate or a 3.0 GPA in at least 9 units of graduate level coursework is required. Two letters of recommendation addressing the student's mathematical background and teaching experience, if any, are also required.

Program Requirements

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. A degree candidate is required to complete, with an average grade of at least 3.0

("B"), a program of study that may include prerequisite undergraduate-level coursework, and that must include thirty or more semester hours of graduate-level coursework, as deemed appropriate by the advisor in consultation with the department. Of the graduate level coursework, fifteen to eighteen semester hours are to be in Mathematics and twelve to fifteen in Education. The exact number of semester hours in Mathematics and Education will be determined in consultation with the department.

Graduate Transfer Credit

The student should submit transfer credit requests at the time of admission to the program director in order to receive credit toward the M.A.T. degree for graduate-level work taken at other regionally accredited colleges and universities. The request must be in writing with an official transcript for each course they wish to transfer. All course credit requested for transfer must have received a grade of at least 3.0 (B).

A student admitted to the M.A.T. program who holds a previous master's degree in education, a master's degree in a field other than education but that includes coursework in education, or a teaching credential may request to transfer graduate level coursework to partially fulfill the M.A.T.'s twelve to fifteen required semester hours in education as follows.

1. If the previous master's degree or teaching credential included coursework completed within five years prior to admittance to the M.A.T. program, the student holding a
 - master's degree in education may request to transfer up to 9 semester hours of transferrable graduate level education coursework;
 - master's degree in a field other than education but that included education coursework may request to transfer up to 6 semester hours of transferrable graduate level education coursework;
 - teaching credential may request to transfer up to 6 semester hours of transferrable graduate level education coursework.

2. If the previous master's degree or teaching credential was completed more than five years prior to admittance and the student can document sufficient significant continuing education (e.g., professional development, in-service days, seminars, conferences, mini-courses) completed within the five years prior to admittance, the student holding a
 - master's degree in education may request to transfer up to 9 semester hours of transferrable graduate level education coursework;

- master's degree in a field other than education but that included education coursework may request to transfer up to 6 semester hours of transferrable graduate level education coursework;
- teaching credential may request to transfer up to 6 semester hours of transferrable graduate level education coursework.

In all cases, what constitutes a sufficient amount of continuing education will be judged by the M.A.T. director and will normally be at least 100 hours of continuing education.

Minor

Mathematics Minor

Minor in Mathematics Requirements

Minor in Mathematics Requirements

At least 24 semester hours including:

- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- One lower division mathematics course chosen from*
- MATH 205 Applied Statistics *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MATH 249 Introduction to Methods of Proof *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*
- - Two 4 semester hour mathematics electives at the level of MATH 2xx or higher*
 - One upper division MATH 3xx or MATH 4xx mathematics elective *4 semester hours**

* By choosing appropriate elective courses a student may focus their minor on applied mathematics, pure mathematics, or mathematics for future teachers.

Note

Note: A cumulative grade point average of C (2.0) or better is required in the courses included in the Mathematics minor.

Statistics and Data Science Minor

Minor in Statistics and Data Science Requirements

Minor in Statistics and Data Science Requirements

At least 24 semester hours including:

- MATH 131 Calculus I *4 semester hours*
- MATH 205 Applied Statistics *4 semester hours*
- MATH 251 Applied Linear Algebra *4 semester hours*

Two upper division statistics and data science courses chosen from:

- MATH 304 Multivariable Statistics *4 semester hours*
- MATH 361 Probability and Mathematical Statistics *4 semester hours*
- MATH 460 Advanced Topics in Probability *4 semester hours*
- MATH 470 Machine Learning *4 semester hours*
- MATH 480 Big Data Visualization *4 semester hours*
- MATH 504 Modern Computational Statistics *4 semester hours*
- MATH 540 Deep Learning *4 semester hours*

One additional upper division course chosen from:

- - MATH 304, 361, 460, 470, 480, 504, 540
- CMSI 3300 Artificial Intelligence *4 semester hours*
- CMSI 3422 Biological Databases *4 semester hours*
- ECON 5320 Advanced Econometrics *4 semester hours*
- POLS 4100 Advanced Empirical Methods *4 semester hours*
- PSYC 4045 Advanced Research Methods *4 semester hours* **OR** SOCL 3310 Demography and Population Analysis

Mechanical Engineering

Faculty

Chairperson: James Landry

Graduate Program Director: Omar Es-Said

Professors: Omar Es-Said, Rafiqul Noorani, Matthew Siniawski

Associate Professor: Emin Issakhanian

Assistant Professors: Mahsa Ebrahim, Natalie Schaal, Brendan Smith

Senior Lecturer: Christopher Cobb

Description

Mechanical Engineering 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 programs provide a solid foundation for work in all of these fields. The flexible and modern curricula cover contemporary technology as well as the fundamentals for future technologies and are designed to prepare students for employment in industry and advanced studies. Modern, well-equipped research laboratories support the curricula. These laboratory facilities include computer-aided design and engineering, manufacturing, materials science and processing, rapid prototyping, rehabilitation engineering and assistive technologies, solid mechanics, and thermal and fluid systems.

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.

Bachelors

Mechanical Engineering, B.S.E.

The Bachelor of Science program in Mechanical Engineering is designed to prepare the student for immediate entry into the mechanical engineering profession or graduate study toward advanced degrees. 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.

Accreditation

The Mechanical Engineering undergraduate program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Program Educational Objectives

The mechanical engineering undergraduate program has established the following program educational objectives that are consistent with the University's mission and the department's program outcomes. During the first 3-5 years after graduation, mechanical engineering students will:

1. Demonstrate competency and leadership in professional engineering activities such as industry-based work, research and development, and experimental studies;
2. Advance in their professional careers and pursue continuous learning in areas relevant to their long-term goals;
3. Be contributing productively to cross-functional teams, communicating effectively, and demonstrating professional and ethical responsibility.

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.

Student Outcomes

The mechanical engineering undergraduate program has established the following student outcomes that support the program educational objectives. Attainment of these outcomes prepares graduates to enter the professional practice of engineering.

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

General Requirements

All Mechanical Engineering students must earn a minimum cumulative grade point average of C (2.0) in the following lower-division courses: ENGR 160, ENGR 200, PHYS 1100, MATH 131, MATH 132, MATH 234, MATH 246, MECH 212, MECH 213, as these contain foundational and fundamental material necessary to succeed in upper-division mechanical engineering courses.

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, CHEM 114; ENGR 200; MATH 131, MATH 132; and PHYS 1100 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 Requirements:

- BIOL 114 Biology for Engineers *3 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*
- ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design *3 semester hours*
- ENGR 160 Algorithms and Applications *3 semester hours*
- ENGR 200 Statics *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MECH 211 Computer Aided Design *2 semester hours*
- MECH 212 Mechanics of Materials *3 semester hours*
- MECH 213 Dynamics *3 semester hours*
- MECH 214 Materials Science *3 semester hours*
- MECH 223 Thermodynamics *3 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*

Upper Division Requirements:

- CIVL 395 Engineering Economics and Decision Theory *3 semester hours*
- MATH 356 Methods of Applied Mathematics *4 semester hours*
- MECH 302 Thermal Science and Energy Lab *2 semester hours*
- MECH 303 Solid Mechanics and Materials Laboratory *2 semester hours*
- MECH 310 Machine Design *3 semester hours*
- MECH 312 Vibrations *3 semester hours*
- MECH 321 Energy Systems *3 semester hours*
- MECH 322 Fluid Mechanics *3 semester hours*
- MECH 323 Heat Transfer *3 semester hours*
- MECH 401 Design Capstone Project I *3 semester hours*
- MECH 402 Design Capstone Project II *3 semester hours*
- MECH 410 Design and Manufacturing Laboratory *2 semester hours*
- MECH 412 Control Systems *3 semester hours*
- - Four 500-level MECH elective courses *12 semester hours*

University Core Requirements for Mechanical Engineering Majors

Mechanical Engineering majors are required to complete a minimum of 30 semester hours as defined in the "Core Curriculum for Students in the Frank R. Seaver College of Science and Engineering." The proper sequence of the University Core courses should be discussed with the student's advisor. There are a few important notes specific to Mechanical Engineering majors:

CIVL 395 Engineering Economics and Decision Theory fulfills the Understanding Human Behavior core area of the Explorations requirement and is applied toward the 30-semester hour minimum. Note that no additional courses from the Explorations Core requirement are required and that taking additional courses from the Explorations Core areas might not help fulfill overall core requirements.

The Mechanical Engineering Curriculum listed below assumes that at least 6 of the core area requirements will be fulfilled by courses that are 4 semester hours. Combined with the 3 semester hours from CIVL 395, this 4-year plan most efficiently satisfies the core requirements.

All required Flagged Courses are fulfilled by the Mechanical Engineering major requirements. Therefore, these flags do not need to be considered when selecting core courses.

Mechanical Engineering Curriculum

Freshman Year

Fall Semester

- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 14-15 semester hours

Spring Semester

- BIOL 114 Biology for Engineers *3 semester hours*
- ENGR 160 Algorithms and Applications *3 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 17-18 semester hours

Sophomore Year

Fall Semester

- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*
- ENGR 200 Statics *3 semester hours*
- MATH 234 Calculus III *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- - University Core *4 semester hours*

Total: 18 semester hours

Spring Semester

- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- MECH 211 Computer Aided Design *2 semester hours*
- MECH 212 Mechanics of Materials *3 semester hours*
- MECH 213 Dynamics *3 semester hours*
- MECH 214 Materials Science *3 semester hours*
- - University Core *4 semester hours*

Total: 19 semester hours

Junior Year

Fall Semester

- MATH 356 Methods of Applied Mathematics *4 semester hours*
- MECH 223 Thermodynamics *3 semester hours*
- MECH 303 Solid Mechanics and Materials Laboratory *2 semester hours*
- MECH 312 Vibrations *3 semester hours*
- MECH 322 Fluid Mechanics *3 semester hours*

Total: 15 semester hours

Spring Semester

- MECH 302 Thermal Science and Energy Lab *2 semester hours*
- MECH 310 Machine Design *3 semester hours*
- MECH 321 Energy Systems *3 semester hours*
- MECH 323 Heat Transfer *3 semester hours*
- - University Core *4 semester hours*

Total: 15 semester hours

Senior Year

Fall Semester

- MECH 401 Design Capstone Project I *3 semester hours*
- MECH 410 Design and Manufacturing Laboratory *2 semester hours*
- MECH 412 Control Systems *3 semester hours*
- - MECH 5xx Elective *3 semester hours*
 - - MECH 5xx Elective *3 semester hours*
 - - University Core *4 semester hours*

Total: 18 semester hours

Spring Semester

- CIVL 395 Engineering Economics and Decision Theory *3 semester hours*
- MECH 402 Design Capstone Project II *3 semester hours*
 - - MECH 5xx Elective *3 semester hours*
 - - MECH 5xx Elective *3 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Total Required: 133 semester hours

Masters

Mechanical Engineering, M.S.E.

Program Educational Objectives

1. Advance in their professional careers and pursue continuous learning in areas relevant to their long-term goals;
2. Advance the engineering discipline through their professional activities such as research, technical leadership, and project management;
3. Contribute to professional societies and demonstrate ethical conduct

Learning Outcomes

1. An ability to apply knowledge of mathematics, science, and engineering to solve engineering (societal) problems.
2. An ability to conduct graduate level research using skills learned in various courses and publish their results in journals and /or conferences.
3. An ability to function in teams, and communicate effectively.

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

Those applicants who do not possess an engineering degree, in addition to items 1 and 2 above, should complete the following five courses with an average grade of B (3.0) or better. These are: Mechanics of Material, Dynamics, Thermodynamics, Fluid Mechanics, and Heat Transfer.

A completed application form and \$50 application fee (completed online at LMU Graduate Admission). 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 604, Engineering Mathematics
2. Complete 27 semester hours (9 courses) from MECH 500 and 600 level courses.
3. At least 12 semester hours must be at the 600 level, including MECH 604.

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
5. A maximum of four courses (12 semester hours) may be taken in any given semester
6. Thesis Option

With the consent of the Graduate Director, 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 before Graduate Director 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

(30 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. Students may count one 500-level class from their undergraduate degree towards their master's degree. Therefore, the student must complete 27 semester hours from MECH 500- and 600-level courses.
2. The student should take two 500- or 600-level courses during Summer Session immediately following the senior year. At least three courses per semester are typically taken during the first year of the program.
3. Complete MECH 604 Engineering Mathematics.
4. A maximum of one elective course in another Engineering department may be taken with the consent of the Graduate Program Director.
5. Thesis Option: With the consent of the Graduate Director, 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 before Graduate Director consent will be considered. Formal thesis requirements must be obtained from the Graduate Program Director.

Physics

Faculty

Chairperson: Jonas R. Mureika

Professors: John B. Bulman, Vincent P. Coletta, Jonas R. Mureika, Jeffrey A. Phillips, Gabriele U. Varieschi

Emeritus Professor: Jeff Sanny

Clinical Associate Professor: David Berube

Assistant Professor: Zahra Alavi, Emily Hawkins

Adjunct Professor: James McCarthy

The Physics department offers degrees in Physics and Applied Physics.

Bachelors

Applied Physics, B.S.

Objectives

The Bachelor of Science in Applied Physics is an interdisciplinary program that integrates the core physics curriculum with those of other majors. Students will choose the appropriate sequence of courses that matches their career aspirations in consultation with their advisor. By combining different perspectives, tools, and ideas, Applied Physics majors will be prepared to address some of today's and tomorrow's most challenging problems. In addition to regular coursework, all Applied Physics majors must complete a senior thesis project as a graduation requirement. This hands-on research experience with faculty from Physics and other disciplines exposes students to the type of work encountered in graduate school and industry, and enhances their undergraduate portfolio. Upon graduation, students are prepared to be successful in traditional physics career as well as in new and emerging fields.

Major Requirements

Lower Division Requirements:

- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*
- EECE 2210 Circuits II *4 semester hours*
- EECE 2240 Introduction to Digital Systems *4 semester hours*
- ENGR 160 Algorithms and Applications *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 1200 Computational Lab *2 semester hours*
- PHYS 1600 Waves, Optics, and Thermodynamics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- PHYS 2600 Foundations of Modern Physics *4 semester hours*

Note:

Each course in MATH and PHYS listed above must be passed with a grade of C (2.0) or better.

Upper Division Requirements:

- EECE 3100 Junior Lab I *4 semester hours*
- EECE 3130 Electronics *4 semester hours*
- EECE 3140 Microprocessor and Microcontroller Systems *4 semester hours*
- or EECE 3210
- MATH 356 Methods of Applied Mathematics *4 semester hours*
- PHYS 3100 Electrodynamics *4 semester hours*
- PHYS 3200 Quantum Mechanics *4 semester hours*
- PHYS 3300 Thermodynamics and Statistical Mechanics *4 semester hours*
- PHYS 3400 Advanced Laboratory *4 semester hours*
- PHYS 3800 Junior Project *1 semester hours*
- PHYS 4800 Capstone Experience *2 semester hours*
- PHYS 4810 Senior Thesis *1 semester hours*

Two upper division physics electives selected from the following:

- PHYS 4100 Space Physics *4 semester hours*
- PHYS 4150 Condensed Matter Physics *4 semester hours*
- PHYS 4200 Astrophysics *4 semester hours*
- PHYS 4250 Modern Optics *4 semester hours*
- PHYS 4300 Biophysics *4 semester hours*
- PHYS 4350 Elementary Particle Physics *4 semester hours*
- PHYS 4400 Introduction to Relativity and Cosmology *4 semester hours*

Note:

To graduate, a student must have at least a 2.0 (C) average in all upper division physics courses.

Learning Outcomes

Applied Physics majors will know:

1. The concepts of classical physics
2. The theories of modern and contemporary physics
3. The applicability of physics to other disciplines

Applied 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 applied physics principles, the results of experiments, and their analysis of physical problems

Applied 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

Applied Physics Curriculum

(128 S.H.)

Freshman Year

Fall Semester

- PHYS 1600 Waves, Optics, and Thermodynamics *4 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
- MATH 131 Calculus I *4 semester hours*

Total: 16 semester hours

Spring Semester

- ENGR 160 Algorithms and Applications *3 semester hours*
- MATH 132 Calculus II *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 1200 Computational Lab *2 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 17 semester hours

Sophomore Year

Fall Semester

- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- EECE 2110 Circuits I *3 semester hours*
- EECE 2100 Circuits I Lab *0 semester hours*

Total: 15 semester hours

Spring Semester

- PHYS 2600 Foundations of Modern Physics *4 semester hours*
- EECE 2210 Circuits II *4 semester hours*
- EECE 2240 Introduction to Digital Systems *4 semester hours*
 - University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- PHYS 3100 Electrodynamics *4 semester hours*
- EECE 3100 Junior Lab I *4 semester hours*
- EECE 3130 Electronics *4 semester hours*
- MATH 356 Methods of Applied Mathematics *4 semester hours*

Total: 16 semester hours

Spring Semester

- PHYS 3400 Advanced Laboratory *4 semester hours*
- PHYS 3800 Junior Project *1 semester hours*
- EECE 3210 Signals and Linear Systems *4 semester hours*
 - University Core *4 semester hours*
 - University Core *4 semester hours*

Total: 17 semester hours

Senior Year

Fall Semester

- PHYS 3200 Quantum Mechanics *4 semester hours*
- PHYS 4800 Capstone Experience *2 semester hours*
 - - Upper Division Physics Elective *4 semester hours*
- EECE 3140 Microprocessor and Microcontroller Systems *4 semester hours*

Total: 14 semester hours**

Spring Semester

- PHYS 4810 Senior Thesis *1 semester hours*
- PHYS 3300 Thermodynamics and Statistical Mechanics *4 semester hours*
 - - Upper Division Physics Elective *4 semester hours*
 - University Core *4 semester hours*
 - University Core *4 semester hours*

Total: 17 semester hours

Note:

**Dean's List requires a minimum of 14 semester hours

**Applied Physics majors are required to take a minimum of 32 semester hours to fulfill the University Core. If a student chooses to take one or more core courses that are not 4 semester hours, they may need to take additional core courses to meet the 32 unit requirement.

Total: 128 semester hours

Physics, B.S.

Objectives

The Bachelor of Science in Physics provides a solid foundation in classical, quantum, and relativistic physics. By choosing appropriate physics electives in consultation with her/his faculty advisor, the student can study astrophysics, condensed matter systems, cosmology, particle physics, and space physics. In addition to regular coursework, all Physics majors must complete a senior thesis project as a graduation requirement. This hands-on research experience with

Physics faculty exposes students to the type of work encountered in graduate school and industry, and enhances their undergraduate portfolio. Upon graduation, Physics students can pursue advanced studies in a variety of physics-related disciplines, as well as in fields such as teaching, medicine, business management, and law, where physics majors can utilize their problem-solving and critical-thinking skills.

Major Requirements

Lower Division Requirements:

- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- ENGR 160 Algorithms and Applications *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- MATH 132 Calculus II *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 1200 Computational Lab *2 semester hours*
- PHYS 1600 Waves, Optics, and Thermodynamics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- PHYS 2200 Intermediate Mechanics *4 semester hours*
- PHYS 2600 Foundations of Modern Physics *4 semester hours*

Note:

Each course in MATH and PHYS listed above must be passed with a grade of C (2.0) or better.

Upper Division Requirements:

- MATH 356 Methods of Applied Mathematics *4 semester hours*
- PHYS 3100 Electrodynamics *4 semester hours*
- PHYS 3200 Quantum Mechanics *4 semester hours*
- PHYS 3300 Thermodynamics and Statistical Mechanics *4 semester hours*
- PHYS 3400 Advanced Laboratory *4 semester hours*
- PHYS 3800 Junior Project *1 semester hours*
- PHYS 4800 Capstone Experience *2 semester hours*
- PHYS 4810 Senior Thesis *1 semester hours*

Two upper division physics electives selected from the following:

- PHYS 4100 Space Physics *4 semester hours*
- PHYS 4150 Condensed Matter Physics *4 semester hours*
- PHYS 4200 Astrophysics *4 semester hours*
- PHYS 4250 Modern Optics *4 semester hours*
- PHYS 4300 Biophysics *4 semester hours*
- PHYS 4350 Elementary Particle Physics *4 semester hours*
- PHYS 4400 Introduction to Relativity and Cosmology *4 semester hours*

Note:

To graduate, a student must have at least a 2.0 average in all upper division physics courses.

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

(124 S.H.)

Freshman Year

Fall Semester

- PHYS 1600 Waves, Optics, and Thermodynamics *4 semester hours*
- CHEM 111 General Chemistry I Lab *1 semester hours*
- CHEM 114 General Chemistry for Engineers *3 semester hours*
- MATH 131 Calculus I *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 16 semester hours

Spring Semester

- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 1200 Computational Lab *2 semester hours*
- ENGR 160 Algorithms and Applications *3 semester hours*
- MATH 132 Calculus II *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 17 semester hours

Sophomore Year

Fall Semester

- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- MATH 234 Calculus III *4 semester hours*
- MATH 246 Differential Equations and Linear Algebra *4 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- PHYS 2200 Intermediate Mechanics *4 semester hours*
- PHYS 2600 Foundations of Modern Physics *4 semester hours*
 - - University Core *4 semester hours*

- University Core *4 semester hours*

Total: 16 semester hours

Junior Year

Fall Semester

- PHYS 3100 Electrodynamics *4 semester hours*
- PHYS 3200 Quantum Mechanics *4 semester hours*
- MATH 356 Methods of Applied Mathematics *4 semester hours*
 - - University Core *4 semester hours*

Total: 16 semester hours

Spring Semester

- PHYS 3300 Thermodynamics and Statistical Mechanics *4 semester hours*
- PHYS 3400 Advanced Laboratory *4 semester hours*
- PHYS 3800 Junior Project *1 semester hours*
 - - University Core *4 semester hours*
 - Elective *4 semester hours*

Total: 16 semester hours

Senior Year

Fall Semester

- PHYS 4800 Capstone Experience *2 semester hours*
 - - Upper Division Physics Elective I *4 semester hours*
 - - University Core *4 semester hours*
 - - Any Upper Division Elective *4 semester hours*

Total: 13 semester hours

Spring Semester

- PHYS 4810 Senior Thesis *1 semester hours*
 - - Upper Division Physics Elective *4 semester hours*
 - Any Lower or Upper Division Elective *4 semester hours*
 - Any Lower or Upper Division Elective *4 semester hours*
 - Any Upper Division Elective *4 semester hours*

Total: 14 semester hours**

Note:

*Physics majors are required to take a minimum of 32 semester hours to fulfill the University Core. If a student chooses to take one or more core courses that are not 4 semester hours, they may need to take additional core courses to meet the 32 unit requirement.

**Dean's List requires a minimum of 14 semester hours

Total: 124 semester hours

Minor

Physics Minor

Minor Requirements

20 semester hours with at least 8 semester hours in upper division courses. These shall include:

either:

- PHYS 1100 Introduction to Mechanics *4 semester hours*
- PHYS 2100 Introduction to Electricity and Magnetism *4 semester hours*
- PHYS 2600 Foundations of Modern Physics *4 semester hours*

or:

- PHYS 2500 General Physics I *4 semester hours*
- PHYS 2550 General Physics II *4 semester hours*
- PHYS 2600 Foundations of Modern Physics *4 semester hours*

Notes:

1. A grade of C (2.0) is required for every course included in the minor.
2. PHYS 3740 Weapons of Mass Destruction cannot be taken for credit towards a physics minor.

Systems Engineering and Engineering Management

Systems Engineering, M.S., with an Option for a Technical Focus

The LMU Systems Engineering (SE) programs are graduate-only programs characterized by excellence in SE that prepare graduates to address and ethically solve some of the most complex problems facing society. The programs include an MS in Systems Engineering, with an option for a technical focus in one of the engineering disciplines (aeronautics and space systems; civil engineering; cybersecurity; electrical engineering; engineering management; mechanical engineering; software architecture).

Modern technological programs are characterized by high complexity, multidisciplinary considerations, and strong interactions between science, technology, business, and human civilization. Systems Engineering is the body of knowledge evolved to effectively manage such systems. Our program offers study options and technical focus areas that allow students to customize the program to meet their needs.

Schedule

Most engineering courses are offered on the LMU Westchester campus and typically meet in the evenings (online/hybrid courses are identified individually). Usually courses meet one evening per week for three hours except during the summer terms when each course meets two evenings per week for 3.5 hours each.

Registering for courses is the student's responsibility. A student is expected to make reasonable progress toward the degrees to remain in good standing at the University. A full-time course load is considered to be two courses in Fall and Spring semesters.

Program Educational Objectives

The Systems Engineering graduate program has established the following program educational objectives. Graduates of the program will:

1. Apply the fundamental principles of systems engineering to complex problems
2. Become leaders of innovative technology projects and businesses
3. Develop multidisciplinary skills to architect, design, and manage complex systems throughout their life cycle
4. Apply principles of project management and lean engineering to improve operational efficiency
5. Develop technical skills to model, analyze, and design integrated engineering systems

Admission Requirements

- Application to Graduate Admission and a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>.
- Transcript documenting B.S. in engineering or B.A. in Program Management or equivalent degree (GPA of 3.0 or better) from an accredited university program
- If the applicant's GPA is below 3.0, also submit two letters of recommendation from past professors or current employer.
- Two years' work experience is preferred.
- Brief personal statement discussing how the graduate program fits the applicant's career goals
- The undergraduate education of all applicants, regardless of their previous degrees, should include the following subject areas:
 - College-level differential and integral calculus
 - Physics (mechanics and electromagnetics)
 - Computer programming experience
 - Statistics
- These courses need not be taken at Loyola Marymount University. However, the student should make certain that courses taken elsewhere satisfy the above requirements. Applicants who do not have adequate background might be required to take additional undergraduate courses.
- Transfer Credit: Students may transfer six (6) semester hours for courses completed at another regionally accredited college or university. Credits to be transferred must be taken prior to admission. Each transferred course grade must be at least B (3.0), and the course must not have been used to satisfy degree requirements at another college or university.

Graduation Requirements

- The overall minimum GPA required for graduation is 3.0. 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 requirement for the M.S. in Systems Engineering degree is 10 courses (30 semester hours/credits), as follows:
 -
 - Completion of three of the following core Systems Engineering courses (9 semester hours):
 -
 - SYEG 500 Systems Engineering 3 semester hours (required)
 - SYEG 540 Systems Thinking: Major Tech Changes/Impacts 3 semester hours
 - SYEG 650 Systems Architecture I 3 semester hours
 - SYEG 600 Advanced Systems Engineering and Program Management 3 semester hours
 - SYEG 640 Systems Architecture II: Model Based Systems Engineering 3 semester hours
 - SYEG 668 Systems Engineering Modeling and Analysis 3 semester hours
 - Selected courses from the technical focus areas:

- SYEG 551 Software Architecture 3 semester hours
- SYEG 554 Engineering for Autonomy 3 semester hours

- SYEG 557 Agile Development and Project Management 3 semester hours
- SYEG 562 Secure Software Development 3 semester hours
- SYEG 570 Spacecraft Design 3 semester hours
- SYEG 572 Spacecraft Communications and Radar 3 semester hours
- SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization 3 semester hours

- SYEG 586 Launch Vehicle Technology and Design Evolution, SYEG 560 Cyber Security 3 semester hours

- SYEG 6998 Independent Studies 3 semester hours
- SYEG 699 Independent Studies 3 semester hours
- Completion of three of the following core Engineering Project Management courses (9 semester hours):
 - SYEG 510 Project Management 3 semester hours (required)
 - SYEG 520 Engineering Leadership and Integrity 3 semester hours
 - SYEG 530 Lean Engineering and Management 3 semester hours
 - SYEG 557 Agile Development and Project Management 3 semester hours
 - SYEG 576 Business Law for Engineers 3 semester hours
 - SYEG 577 Engineering Economics and Finance 3 semester hours
 - SYEG 600 Advanced Systems Engineering and Program Management 3 semester hours
 - SYEG 620 Manufacturing Processes and Quality Systems 3 semester hours
 - SYEG 560 Cyber Security 3 semester hours
 - SYEG 673 New Product Design and Development 3 semester hours
 - SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation 3 semester hours
- Completion of three technical electives, depending on the technical focus area, to be selected from the following (9 semester hours):
 - Systems Engineering: Three SYEG 500 and 600 level courses (9 semester hours)
 - Electrical Engineering: Three EECE 500 or 600 level courses (9 semester hours)
 - Mechanical Engineering: Three MECH 500 or 600 level courses (9 semester hours)
 - Civil Engineering: Three CIVL 500 and 600 level courses (9 semester hours)
 - Cybersecurity: Three cybersecurity courses from the following (9 semester hours)
 - (SYEG 662 Secure Software Development 3 semester hours
 - , SYEG 563 Case Studies in Cyber Defense 3 semester hours
 - Software Architecture (9 semester hours): Three Software Architecture courses (
 - SYEG 651 Software Architecture 3 semester hours
 - , SYEG 554 Engineering for Autonomy 3 semester hours
 - , SYEG 557 Agile Development and Project Management 3 semester hours)
 - Aeronautics and Space Systems: Three Aeronautics/Space Systems courses from the following (9 semester hours) (
 - SYEG 570 Spacecraft Design 3 semester hours
 - , SYEG 572 Spacecraft Communications and Radar 3 semester hours

- , SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization 3 semester hours
- , SYEG 586 Launch Vehicle Technology and Design Evolution 3 semester hours
- , MECH 544 Propulsion 3 semester hours)
- Engineering Management: Three "Business of Engineering" or MBA courses from the following (9 semester hours) (
- SYEG 520 Engineering Leadership and Integrity 3 semester hours
- , SYEG 530 Lean Engineering and Management 3 semester hours
- , SYEG 577 Engineering Economics and Finance 3 semester hours
- , SYEG 620 Manufacturing Processes and Quality Systems 3 semester hours
- , SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation 3 semester hours; up to three
- cCourses from the Business Analytics or MBA programs with the designation BSAN, MBAA, MBAD, MBAE, MBAF, MBAG, MBAH, MBAP with concurrence from the program director of the Business Analytics and/or MBA programs, and if prerequisites are satisfied)
- Capstone Project/Integrative Project Thesis (3 units):
- SYEG 695 Preparation for Capstone Project 0 semester hours
- SYEG 696 Systems Engineering Integrative Project/Thesis 3 semester hours
- Note: Electives are scheduled only if a sufficient number of students sign up. With the approval of the Director, the above curriculum can be adjusted to meet the student's individual educational needs. Taking three technical electives allows the student to graduate with an M.S. in Systems Engineering with a technical focus in that area. The student must apply for the M.S. in Systems Engineering with their desired technical focus area when they apply to the M.S. in Systems Engineering program, or apply for a program transfer after they have started the program.

Note: The Systems Engineering Integrative Project is typically the last course taken in the program. It is designed to demonstrate the student's knowledge of all the systems engineering and systems management principles and lean engineering addressed in the prerequisite courses. The course is typically completed in one semester. SYEG 695 should be taken the semester prior to taking SYEG 696. It is unlikely that the project can be completed in one or two summer sessions due to the shortened schedule.

Master's Thesis Option

- Preparation of a Master's Thesis is optional and can fulfill up to a maximum of 6 semester hours of elective course requirements. The student electing the thesis option must obtain a thesis advisor before Departmental consent will be considered, and the thesis must conform to the Frank R. Seaver College of Science and Engineering requirements. The thesis and associated work is intended to advance the state of knowledge in the thesis subject not "rehash" previous work by others or a serve as a "literature search." The thesis ideally will form the basis for a paper or article, produced by a student, which would be submitted and hopefully published in a peer-reviewed journal or presented at a professional organization's conference. A thesis is completed after being successfully defended to the thesis committee. With direction from the

Graduate Director, a thesis committee will be formed. The thesis committee consists of the student's thesis advisor, a full-time faculty member from the student's department, and a third member from other than the student's department.

Combined B.S./M.S. in Systems Engineering Program

This program is designed for LMU students to receive a combined B.S. and M.S. degree by continuing their studies in LMU's Masters programs immediately following their B.S. degree. The program allows students to complete the M.S. program in Systems Engineering in one year after completion of the B.S. program.

Only LMU students in Engineering, Mathematics, Computer Science, and Physics with senior standing and a GPA of at least 3.0 are eligible to apply. The deadline for application is the end of Fall semester of senior year. Students can enter this program any term immediately following completion of their undergraduate degree requirements.

Admission Requirements

- Application to Graduate Admission and a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>.
- GPA of at least 3.0
- Brief personal statement discussing how the graduate program fits the applicant's career goals

Graduation Requirements

The candidate for the combined B.S./M.S.E. degree must satisfy the following requirements (30 semester hours):

1. One Frank R. Seaver College of Science and Engineering 500-level course (3 semester hours) taken as an undergraduate may count toward the M.S. degree. This course can be double counted for the B.S. degree and the M.S. degree. The student is required to complete 27 additional semester hours after earning the B.S. degree.
2. In addition, for an admitted student, an extra Seaver College 500-level course (3 semester hours) may be taken in their senior year that counts towards the M.S. degree and not the B.S. degree. This potentially reduces the total number of additional semester hours after earning the B.S. degree to 24.
3. The remaining coursework required must be consistent with the graduation requirements for the M.S. in Systems Engineering program.

Dual M.S. in Systems Engineering/Masters of Business Administration

The mission of the Dual Degree MS in Systems Engineering/MBA program is to educate working engineers and scientists in the engineering and business disciplines that will make them leaders of highly complex technical endeavors within their sponsoring organizations.

The dual degree MS/MBA program confers two degrees upon its graduates: an MBA and an MS in Systems Engineering. Taking the dual degree program saves the student several courses compared to the two programs taken separately. Students may obtain either an MS in Systems Engineering or an MBA degree as a stand-alone by fulfilling the individual degree requirements.

The dual-degree program is designed to be completed in approximately three years. Typically, systems-engineering classes are completed first, followed by taking the required classes in the MBA program.

Program Educational Objectives (PEOs) and Learning Outcomes (LOs)

The PEOs of the MS degree and the LOs of the MBA degree are the same as those of the stand-alone degrees.

Admission Requirements

Students seeking admission should apply first to the Systems Engineering, M.S., with an Option for a Technical Focus. After completing 12 semester hours of systems-engineering courses with a GPA of 3.0, students can apply to the dual degree MS/MBA program. Students who are granted admission may begin enrolling in MBA courses upon approval from their respective program director.

Graduation Requirements

Students enrolled in the dual-degree MSE/MBA program are jointly advised by the program directors of the MS in Systems Engineering and MBA programs. It is recommended that incoming students take a full course load of systems-engineering courses the first year and begin the MBA curriculum in year two. Additional systems-engineering courses can be completed in year three.

Students need to complete 36 units of MBA courses (i.e., MBA curriculum without emphasis/specialization) and 24 credit hours of systems-engineering courses (i.e., MS in Systems Engineering curriculum without 6 units of elective courses) with a cumulative grade point average of at least B (3.0). Therefore, students need to complete a total of 60 credit

hours to graduate. 15 credit hours of systems-engineering courses will be used to satisfy the emphasis/concentration requirement of the MBA degree. 6 credit-hours of MBA courses will be used to satisfy elective requirements of the MSE degree. Of the systems-engineering coursework, courses at the 500-level must be completed with a grade of B (3.0) or better, and courses at the 600-level must be completed with a grade of C (2.0) or better.

When the course requirements outlined above are completed, the student will be awarded both the MBA degree and the MS degree in Systems Engineering.

Certificate

Engineering Project Management Certificate

The certificate program in Engineering Project Management is a convenient advanced program for the engineers, systems engineers and individuals in program management desiring to acquire higher and practical knowledge of managing complex engineering programs.

Upon completion of the certificate program, the student may apply to the M.S. program in Systems Engineering and have the courses completed for the certificate to be credited towards the M.S. degree.

Admission Requirements

- B.S. degree or higher in any engineering discipline, computer science, physics or consent of the Graduate Director
- Two years' work experience is preferred

Graduation Requirements

Completion of three of the following core Engineering Project Management courses (9 semester hours) with a 3.0 grade point average or higher:

- SYEG 510 Project Management *3 semester hours*
- SYEG 520 Engineering Leadership and Integrity *3 semester hours*
- SYEG 530 Lean Engineering and Management *3 semester hours*
- SYEG 557 Agile Development and Project Management *3 semester hours*
- SYEG 560 Cyber Security *3 semester hours*
- SYEG 576 Business Law for Engineers *3 semester hours*
- SYEG 577 Engineering Economics and Finance *3 semester hours*
- SYEG 600 Advanced Systems Engineering and Program Management *3 semester hours*
- SYEG 620 Manufacturing Processes and Quality Systems *3 semester hours*
- SYEG 673 New Product Design and Development *3 semester hours*

- SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation *3 semester hours*

Systems Engineering Certificate

The graduate certificate in Systems Engineering is a convenient program of the engineers desiring to acquire the fundamentals of Systems Engineering without the commitment to a full degree program.

Upon completion of the certificate program, the student may apply to the M.S. program in Systems Engineering and have the courses completed for the certificate to be credited towards the M.S. degree.

Admission Requirements

- B.S. degree or higher in any engineering discipline, computer science, physics or consent of the Graduate Director
- Two years' work experience is preferred

Graduation Requirements

Completion of three of the following core Systems Engineering courses (9 semester hours) with a 3.0 grade point average or higher:

- SYEG 500 Systems Engineering *3 semester hours*
- SYEG 540 Systems Thinking: Major Tech Changes/Impacts *3 semester hours*
- SYEG 600 Advanced Systems Engineering and Program Management *3 semester hours*
- SYEG 640 Systems Architecture II: Model Based Systems Engineering *3 semester hours*
- SYEG 650 Systems Architecture I *3 semester hours*
- SYEG 668 Systems Engineering Modeling and Analysis *3 semester hours*
-
- Selected courses from the technical focus areas:
- SYEG 554 Engineering for Autonomy *3 semester hours*
- SYEG 557 Agile Development and Project Management *3 semester hours*
- SYEG 570 Spacecraft Design *3 semester hours*
- SYEG 572 Spacecraft Communications and Radar *3 semester hours*
- SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization *3 semester hours*
- SYEG 586 Launch Vehicle Technology and Design Evolution *3 semester hours*
-
- SYEG 699 Independent Studies *1 TO 3 semester hours*

Selected courses from the technical focus areas:

- SYEG 551 Software Architecture *3 semester hours*
- SYEG 554 Engineering for Autonomy *3 semester hours*
- SYEG 557 Agile Development and Project Management *3 semester hours*
- SYEG 562 Secure Software Development *3 semester hours*
- SYEG 570 Spacecraft Design *3 semester hours*

- SYEG 572 Spacecraft Communications and Radar *3 semester hours*
- SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization *3 semester hours*
- SYEG 586 Launch Vehicle Technology and Design Evolution *3 semester hours*

Completion of:

- SYEG 699 Independent Studies *1 TO 3 semester hours*

Cybersecurity Certificate

The graduate certificate in Cybersecurity is a convenient program for engineers, computer scientists and managers that covers the most pressing concerns for the design, development, implementation and operations of cyber resilient systems. Key coursework includes an overview of cybersecurity issues and concerns, including system management and governance, secure software development, and managing the operational environment in the presence of threats.

Upon completion of the certificate program the student may apply to the M.S. program in Systems Engineering and have the courses completed for the certificate credited towards the M.S. degree.

Admissions Requirements

- B.S. degree or higher in any engineering discipline, computer science, physics, or consent of the Graduate Director
- Two years' work experience is preferred

Graduation Requirements

Completion of three of the following courses (9 semester hours) with a 3.0 grade point average or higher:

- SYEG 560 Cyber Security *3 semester hours*
- SYEG 563 Case Studies in Cyber Defense *3 semester hours*
- SYEG 662 Secure Software Development *3 semester hours*
- SYEG 664 Advanced Cybersecurity Management *3 semester hours*

Computer Science/Software Architecture Certificate

The graduate certificate in Software Architecture is a convenient program for computer scientists and engineers to enhance and update their skills in modern software systems and solutions. The program is designed for project engineers and managers of integrated hardware and software systems, and includes an overview of common software architectural patterns and key systems implementation decisions such as centralized vs distributed architectures, cloud computing, engineering for autonomy, and agile software development and project management.

Upon completion of the certificate program the student may apply to the M.S. program in Systems Engineering and have the courses completed for the certificate credited towards the M.S. degree.

Admissions Requirements

- B.S. degree or higher in any engineering discipline, computer science, physics, or consent of the Graduate Director
- Two years' work experience is preferred

Graduation Requirements

Completion of the following courses (9 semester hours) with a 3.0 grade point average or higher:

- SYEG 554 Engineering for Autonomy *3 semester hours*
- SYEG 557 Agile Development and Project Management *3 semester hours*
- SYEG 651 Software Architecture *3 semester hours*

Aeronautics and Space Systems Certificate

The graduate certificate in Aeronautics and Space Systems is a convenient program for scientists and engineers to enhance and update their skills in modern high technology systems. The program is designed for project engineers and managers of Aerospace systems, and includes classes in a wide range of Aerospace systems, including spacecraft design, communication and optical systems, and propulsion.

Upon completion of the certificate program the student may apply to the M.S. program in Systems Engineering and have the courses completed for the certificate credited towards the M.S. degree.

Admission Requirements

- B.S. degree or higher in any engineering discipline, computer science, physics, or consent of the Graduate Director
- Two years' work experience is preferred

Graduation Requirements

Completion of three of the following courses (9 semester hours) with a 3.0 grade point average or higher:

- SYEG 570 Spacecraft Design *3 semester hours*
- SYEG 572 Spacecraft Communications and Radar *3 semester hours*
- SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization *3 semester hours*

- SYEG 586 Launch Vehicle Technology and Design Evolution *3 semester hours*
- MECH 544 Propulsion *3 semester hours*

Masters

Systems Engineering, M.S., with an Option for a Technical Focus

Program Overview

The LMU Systems Engineering (SE) programs are graduate-only programs characterized by excellence in SE that prepare graduates to address and ethically solve some of the most complex problems facing society. The programs include an MS in Systems Engineering, with an option for a technical focus in one of the engineering disciplines (aeronautics and space systems; civil engineering; cybersecurity; electrical engineering; engineering management; mechanical engineering; software architecture).

Modern technological programs are characterized by high complexity, multidisciplinary considerations, and strong interactions between science, technology, business, and human civilization. Systems Engineering is the body of knowledge evolved to effectively manage such systems. Our program offers study options and technical focus areas that allow students to customize the program to meet their needs.

Schedule

Most engineering courses are offered on the LMU Westchester campus and typically meet in the evenings (online/hybrid courses are identified individually). Usually courses meet one evening per week for three hours except during the summer terms when each course meets two evenings per week for 3.5 hours each.

Registering for courses is the student's responsibility. A student is expected to make reasonable progress toward the degrees to remain in good standing at the University. A full-time course load is considered to be two courses in Fall and Spring semesters.

Program Educational Objectives

The Systems Engineering graduate program has established the following program educational objectives. Graduates of the program will:

1. Apply the fundamental principles of systems engineering to complex problems
2. Become leaders of innovative technology projects and businesses
3. Develop multidisciplinary skills to architect, design, and manage complex systems throughout their life cycle

4. Apply principles of project management and lean engineering to improve operational efficiency
5. Develop technical skills to model, analyze, and design integrated engineering systems

Admission Requirements

- Application to Graduate Admission and a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>.
- Transcript documenting B.S. in engineering or B.A. in Program Management or equivalent degree (GPA of 3.0 or better) from an accredited university program
- If the applicant's GPA is below 3.0, also submit two letters of recommendation from past professors or current employer.
- Two years' work experience is preferred.
- Brief personal statement discussing how the graduate program fits the applicant's career goals
- The undergraduate education of all applicants, regardless of their previous degrees, should include the following subject areas:
 - College-level differential and integral calculus
 - Physics (mechanics and electromagnetics)
 - Computer programming experience
 - Statistics
- These courses need not be taken at Loyola Marymount University. However, the student should make certain that courses taken elsewhere satisfy the above requirements. Applicants who do not have adequate background might be required to take additional undergraduate courses.
- Transfer Credit: Students may transfer six (6) semester hours for courses completed at another regionally accredited college or university. Credits to be transferred must be taken prior to admission. Each transferred course grade must be at least B (3.0), and the course must not have been used to satisfy degree requirements at another college or university.

Graduation Requirements

- The overall minimum GPA required for graduation is 3.0. 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 requirement for the M.S. in Systems Engineering degree is 10 courses (30 semester hours), as follows:

Completion of three of the following core Systems Engineering courses (9 semester hours):

- SYEG 500 Systems Engineering *3 semester hours*
- SYEG 540 Systems Thinking: Major Tech Changes/Impacts *3 semester hours*
- SYEG 600 Advanced Systems Engineering and Program Management *3 semester hours*
- SYEG 640 Systems Architecture II: Model Based Systems Engineering *3 semester hours*

- SYEG 650 Systems Architecture I *3 semester hours*
- SYEG 668 Systems Engineering Modeling and Analysis *3 semester hours*

Selected courses from the technical focus areas:

- SYEG 551 Software Architecture *3 semester hours*
- SYEG 554 Engineering for Autonomy *3 semester hours*
- SYEG 557 Agile Development and Project Management *3 semester hours*
- SYEG 562 Secure Software Development *3 semester hours*
- SYEG 570 Spacecraft Design *3 semester hours*
- SYEG 572 Spacecraft Communications and Radar *3 semester hours*
- SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization *3 semester hours*
- SYEG 586 Launch Vehicle Technology and Design Evolution *3 semester hours*

Completion of:

- SYEG 699 Independent Studies
- SYEG 699 Independent Studies

Completion of three of the following core Engineering Project Management courses (9 semester hours):

- SYEG 510 Project Management *3 semester hours*
- SYEG 520 Engineering Leadership and Integrity *3 semester hours*
- SYEG 530 Lean Engineering and Management *3 semester hours*
- SYEG 557 Agile Development and Project Management *3 semester hours*
- SYEG 560 Cyber Security *3 semester hours*
- SYEG 576 Business Law for Engineers *3 semester hours*
- SYEG 577 Engineering Economics and Finance *3 semester hours*
- SYEG 600 Advanced Systems Engineering and Program Management *3 semester hours*
- SYEG 620 Manufacturing Processes and Quality Systems *3 semester hours*
- SYEG 673 New Product Design and Development *3 semester hours*
- SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation *3 semester hours*

Completion of three technical electives, depending on the technical focus area, to be selected from the following (9 semester hours):

- Systems Engineering: SYEG 500 and 600 level courses (9 semester hours)
- Electrical Engineering: EECE 500 or 600 level courses (9 semester hours)
- Mechanical Engineering: MECH 500 or 600 level courses (9 semester hours)
- Civil Engineering: CIVL 500 and 600 level courses (9 semester hours)
- Cybersecurity: Three courses from the following (9 semester hours)
 - SYEG 560 Cyber Security *3 semester hours*
 - SYEG 563 Case Studies in Cyber Defense *3 semester hours*
 - SYEG 662 Secure Software Development *3 semester hours*
 - SYEG 664 SYEG 664 Advanced Cybersecurity Management *3 semester hours*

- Software Architecture (9 semester hours):
 - SYEG 554 Engineering for Autonomy *3 semester hours*
 - SYEG 557 Agile Development and Project Management *3 semester hours*
 - SYEG 651 Software Architecture *3 semester hours*

- Aeronautics and Space Systems: Three courses from the following (9 semester hours)
 - SYEG 570 Spacecraft Design *3 semester hours*

 - SYEG 572 Spacecraft Communications and Radar *3 semester hours*
 - SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization *3 semester hours*
 - SYEG 586 Launch Vehicle Technology and Design Evolution *3 semester hours*
 - MECH 544 Propulsion *3 semester hours*

- Engineering Management: Three courses from the following (9 semester hours)
 - SYEG 520 Engineering Leadership and Integrity *3 semester hours*
 - SYEG 530 Lean Engineering and Management *3 semester hours*
 - SYEG 577 Engineering Economics and Finance *3 semester hours*
 - SYEG 620 Manufacturing Processes and Quality Systems *3 semester hours*
 - SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation *3 semester hours*

 - Courses from the Business Analytics or MBA programs with the designation BSAN, MBAA, MBAD, MBAE, MBAF, MBAG, MBAH, MBAP with concurrence from the program director of the Business Analytics and/or MBA programs, and if prerequisites are satisfied.

Capstone Project/Integrative Project Thesis (3 units):

- SYEG 695 Preparation for Capstone Project *0 semester hours*
- SYEG 696 Graduate Capstone Project *3 semester hours*
 - Note: Electives are scheduled only if a sufficient number of students sign up. With the approval of the Director, the above curriculum can be adjusted to meet the student's individual educational needs. Taking three technical electives allows the student to graduate with an M.S. in Systems Engineering with a technical focus in that area. The student must apply for the M.S. in Systems Engineering with their desired technical focus area when they apply to the M.S. in Systems Engineering program, or apply for a program transfer after they have started the program.

Note: The Systems Engineering Integrative Project is typically the last course taken in the program. It is designed to demonstrate the student's knowledge of all the systems

engineering and systems management principles and lean engineering addressed in the prerequisite courses. The course is typically completed in one semester. SYEG 695 should be taken the semester prior to taking SYEG 696. It is unlikely that the project can be completed in one or two summer sessions due to the shortened schedule.

Master's Thesis Option

Preparation of a Master's Thesis is optional and can fulfill up to a maximum of 6 semester hours of elective course requirements. The student electing the thesis option must obtain a thesis advisor before Departmental consent will be considered, and the thesis must conform to the Frank R. Seaver College of Science and Engineering requirements. The thesis and associated work is intended to advance the state of knowledge in the thesis subject not "rehash" previous work by others or a serve as a "literature search." The thesis ideally will form the basis for a paper or article, produced by a student, which would be submitted and hopefully published in a peer-reviewed journal or presented at a professional organization's conference. A thesis is completed after being successfully defended to the thesis committee. With direction from the Graduate Director, a thesis committee will be formed. The thesis committee consists of the student's thesis advisor, a full-time faculty member from the student's department, and a third member from other than the student's department.

Combined B.S./M.S. in Systems Engineering Program

This program is designed for LMU students to receive a combined B.S. and M.S. degree by continuing their studies in LMU's Masters programs immediately following their B.S. degree. The program allows students to complete the M.S. program in Systems Engineering in one year after completion of the B.S. program.

Only LMU students in Engineering, Mathematics, Computer Science, and Physics with senior standing and a GPA of at least 3.0 are eligible to apply. The deadline for application is the end of Fall semester of senior year. Students can enter this program any term immediately following completion of their undergraduate degree requirements.

Graduation Requirements

The candidate for the combined B.S./M.S.E. degree must satisfy the following requirements (30 semester hours):

1. One Frank R. Seaver College of Science and Engineering 500-level course (3 semester hours) taken as an undergraduate may count toward the M.S. degree. This course can be double counted for the B.S. degree and the M.S. degree. The student is required to complete 27 additional semester hours after earning the B.S. degree.
2. In addition, for an admitted student, an extra Seaver College 500-level course (3 semester hours) may be taken in their senior year that counts towards the M.S. degree and not the B.S. degree. This potentially reduces the total number of additional semester hours after earning the B.S. degree to 24.

3. The remaining coursework required must be consistent with the graduation requirements for the M.S. in Systems Engineering program.

Admission Requirements

- Application to Graduate Admission and a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>.
- GPA of at least 3.0
- Brief personal statement discussing how the graduate program fits the applicant's career goals

Dual M.S. in Systems Engineering/Masters of Business Administration

The mission of the Dual Degree MS in Systems Engineering/MBA program is to educate working engineers and scientists in the engineering and business disciplines that will make them leaders of highly complex technical endeavors within their sponsoring organizations.

The dual degree MS/MBA program confers two degrees upon its graduates: an MBA and an MS in Systems Engineering. Taking the dual degree program saves the student several courses compared to the two programs taken separately. Students may obtain either an MS in Systems Engineering or an MBA degree as a stand-alone by fulfilling the individual degree requirements.

The dual-degree program is designed to be completed in approximately three years. Typically, systems-engineering classes are completed first, followed by taking the required classes in the MBA program.

Program Educational Objectives (PEOs) and Learning Outcomes (LOs)

The PEOs of the MS degree and the LOs of the MBA degree are the same as those of the stand-alone degrees.

Admission Requirements

Students seeking admission should apply first to the Systems Engineering, M.S., with an Option for a Technical Focus. After completing 12 semester hours of systems-engineering courses with a GPA of 3.0, students can apply to the dual degree MS/MBA program. Students who are granted admission may begin enrolling in MBA courses upon approval from their respective program director.

Graduation Requirements

Students enrolled in the dual-degree MSE/MBA program are jointly advised by the program directors of the MS in Systems Engineering and MBA programs. It is recommended that incoming students take a full course load of systems-engineering courses the first year and begin

the MBA curriculum in year two. Additional systems-engineering courses can be completed in year three.

Students need to complete 36 units of MBA courses (i.e., MBA curriculum without emphasis/specialization) and 24 credit hours of systems-engineering courses (i.e., MS in Systems Engineering curriculum without 6 units of elective courses) with a cumulative grade point average of at least B (3.0). Therefore, students need to complete a total of 60 credit hours to graduate. 15 credit hours of systems-engineering courses will be used to satisfy the emphasis/concentration requirement of the MBA degree. 6 credit-hours of MBA courses will be used to satisfy elective requirements of the MSE degree. Of the systems-engineering coursework, courses at the 500-level must be completed with a grade of B (3.0) or better, and courses at the 600-level must be completed with a grade of C (2.0) or better.

When the course requirements outlined above are completed, the student will be awarded both the MBA degree and the MS degree in Systems Engineering.

Certificates

The five graduate certificate programs offer a convenient advanced program for the engineering, systems engineers, and managers who would benefit from understanding the concepts, principles, and practices both in theory and in real world implementation for key areas in today's advancing technological world.

- Systems Engineering Certificate
- Engineering Project Management Certificate
- Cybersecurity Certificate
- Computer Science/Software Architecture Certificate
- Aeronautics and Space Systems Certificate

Upon completion of the certificate program, the student may re-apply for the M.S. degree in Systems Engineering and have the courses completed for the certificate to be crediting towards the M.S. degree.

Admission Requirements

- Application to Graduate Admissions and a \$50 application fee. To apply online, visit <http://graduate.lmu.edu>.
- Transcript documenting B.S. in engineering or B.A. in Program Management or equivalent degree (GPA of 3.0 or higher) from an accredited university program
- If the applicant's GPA is below 3.0, also submit two letters of recommendation from past professors or current employer.
- Resume demonstrating two years' work experience
- Brief personal statement discussing how the graduate program fits the applicant's career goals

GPA

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 M.S. programs and 2.7 in the Certificate programs.

Graduation Requirements

Completion of the three courses from one of the technical areas of study below (9 semester hours):

- Systems Engineering Certificate--three 500- or 600-level courses (from the Core Systems Engineering Courses in the M.S. in Systems Engineering program)
- Engineering Project Management Certificate--three 500- or 600-level courses in Engineering Management--SYEG 520 Engineering Leadership and Integrity, SYEG 530 Lean Engineering and Management, SYEG 577 Engineering Economics and Finance, SYEG 620 Manufacturing Processes and Quality Systems, SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation
- Cybersecurity Certificate--SYEG 560 Cyber Security, SYEG 662 Secure Software Development, SYEG 563 Case Studies in Cyber Defense, SYEG 664 Advanced Cybersecurity Management
- Software Architecture Certificate--SYEG 651 Software Architecture, SYEG 554 Engineering for Autonomy, SYEG 557 Agile Development and Project Management, ELEC 699 Independent Studies--GPU Architecture and Computing, ELEC 699 Independent Studies--Deep Learning Algorithms and Apps
- Aeronautics and Space Systems--SYEG 570 Spacecraft Design, SYEG 572 Spacecraft Communications and Radar, SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization, SYEG 586 Launch Vehicle Technology and Design Evolution, MECH 544 Propulsion, ELEC 598 Special Studies--Optical Communications

Note:

Other systems engineering courses may be substituted for the above courses with the approval of the Graduate Program Director.

Schedule for Certificate Programs

The students can complete the certificate program in one year by taking one course per semester, including summer.

Courses for MS in Systems Engineering, Dual Degree, and Certificate Programs

The program designator "SYEG" is used for all courses and all study options offered by the Systems Engineering graduate program. The M.S. in Systems Engineering courses selected for the SYEG program must be approved by the Systems Engineering Program Director. The MBA course descriptions can be found in the MBA section. All courses are three (3) semester hours unless otherwise noted.

- SYEG 500 Systems Engineering 3 semester hours

- SYEG 510 Project Management *3 semester hours*
- SYEG 520 Engineering Leadership and Integrity *3 semester hours*
- SYEG 530 Lean Engineering and Management *3 semester hours*
- SYEG 540 Systems Thinking: Major Tech Changes/Impacts *3 semester hours*
- SYEG 651 Software Architecture *3 semester hours* (cross listed with Computer Science)
- SYEG 554 Engineering for Autonomy *3 semester hours* (cross listed with Computer Science)
- SYEG 662 Secure Software Development *3 semester hours* (cross listed with Computer Science)
- SYEG 563 Case Studies in Cyber Defense *3 semester hours* (cross listed with Computer Science)
- SYEG 557 Agile Development and Project Management *3 semester hours* (cross listed with Computer Science)
- SYEG 570 Spacecraft Design *3 semester hours*
- SYEG 572 Spacecraft Communications and Radar *3 semester hours*
- SYEG 576 Business Law for Engineers *3 semester hours*
- SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization *3 semester hours*
- SYEG 586 Launch Vehicle Technology and Design Evolution *3 semester hours* (online format)
- SYEG 598 Special Studies *1 TO 3 semester hours*
- SYEG 599 Independent Studies *1 TO 3 semester hours*
- SYEG 600 Advanced Systems Engineering and Program Management *3 semester hours*
- SYEG 620 Manufacturing Processes and Quality Systems *3 semester hours*
- SYEG 640 Systems Architecture II: Model Based Systems Engineering *3 semester hours*
- SYEG 650 Systems Architecture I *3 semester hours*
- SYEG 560 Cyber Security *3 semester hours* (cross listed with Computer Science)
- SYEG 664 Advanced Cybersecurity Management *3 semester hours* (cross listed with Computer Science)
- SYEG 668 Systems Engineering Modeling and Analysis *3 semester hours*
- SYEG 673 New Product Design and Development *3 semester hours*
- SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation *3 semester hours*
- SYEG 695 Preparation for Capstone Project *0 semester hours* (one Saturday or evening meeting)
- SYEG 696 Graduate Capstone Project *3 semester hours*
- SYEG 698 Special Studies *1 TO 3 semester hours*
- SYEG 699 Independent Studies *1 TO 3 semester hours*

LMU School of Education

Administration

Dean: Michelle Young, Ph.D.

Associate Dean for Diversity, Equity, and Inclusion, Faculty: William Perez, Ph.D.

Associate Dean, Academic Program, continuous Improvement, and Student Success: Yvette Lapayese, Ph.D.

Associate Dean, Enrollment and Business Services: Ramiro Euyoque

Associate Dean, Strategic Partnerships: Manny Aceves, Ed.D.

Contact Information

Office Location: University Hall 2100

Telephone: 310.258.8768

Fax: 310.258.5599

Website: <http://soe.lmu.edu>

Introduction

The LMU School of Education offers graduate programs and certifications in the following areas of study: School Administration, Bilingual Education, Catholic School Administration, Reading Instruction, Higher Education Administration, Urban Education, 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 and Teaching English to Speakers of Other Languages.

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 Council for the Accreditation of Educator Preparation, and Western Association of Schools and Colleges.

All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC). The institution has not made a determination as to whether the credential programs meet the requirements of states outside of California.

Mission of the School of Education

In accordance with the Mission of Loyola Marymount University, the faculty, staff, and students of the School of Education understand and declare our purpose to be the encouragement of life-long learning and academic excellence, the education of the whole person, and the promotion of service and justice for all. We commit ourselves to serving public and private education by fostering excellence inspired by the Jesuit and Marymount traditions of Catholic education.

Goals of the School of Education

The faculty, staff, and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who act to:

- *Value and respect all individuals*

We believe in the worth of each individual. We affirm the inherent dignity and value of each person as a child of God. Therefore, we believe that all individuals have the potential to be successful learners with unique characteristics and experiences that bring positive value and meaning to the learning experience.

- *Promote social justice*

We recognize the existence of social inequity, marginalization, and the different faces of oppression, and we commit ourselves to work actively for the establishment of a just and equitable society. While it is important to understand critically the structures, practices, and discourses that cause and perpetuate injustice, we also aim to nurture transformative structures, practices, and discourses that actively promote greater equity. This commitment challenges us to think with a global perspective, to embrace the notion of a preferential option for the poor, and to act with a conviction of equity.

- *Promote cultural responsiveness*

We recognize diversity as a strength, and we commit ourselves personally and professionally to serve culturally and linguistically diverse populations. These populations include those who represent cultural diversity broadly defined, including race, ethnicity, socio-economic status, gender, religion, sexual orientation, ability, and age. Among other valuable theories and approaches, we utilize sociocultural and constructivist perspectives in teaching and learning. We value these and other perspectives that promote active participation in learning as well as meaningful and authentic instruction and assessment and emphasize students' cultural and linguistic background experiences.

- *Integrate theory and practice*

We strive to unite theory and practice in a reciprocal relationship that mutually informs each other. We are a community of reflective practitioners, guided by critical inquiry and social responsibility. We actively engage in educational research, including faculty/student collaboration. We affirm the use of technology in education as authentic, meaningful, and accessible to all learners.

- *Develop moral, intellectual, responsible, and caring leaders*

We are committed to the preparation of educators who will be leaders in the field and who reflect high standards of ethics and values. We seek to be, and to encourage others to be, women and men who have the intellectual skills to critically evaluate educational issues,

have the moral conviction to respond as agents of change, and exhibit an ethic of care in the service of others.

- *Collaborate and share leadership across communities*

We believe in the value of working collaboratively with the districts, schools, parents, and students of the communities we serve to successfully educate all learners. We recognize, support, and promote the gifts and talents of community members and encourage their participation in decision-making processes.

Candidate Outcomes and Proficiencies

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

Per Federal Regulation 34 CFR 668.43(a)(5)(v), all LMU School of Education credential/licensure programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC) and for the CA Board of Behavioral Sciences as appropriate. The institution has not made a determination as to whether these credential, licensure, and professional preparation programs meet the requirements of states

outside of California. If you are interested in practicing outside the state of California, it is recommended that you contact the respective licensing entity of that state to seek information or guidance regarding their licensure and credential requirements in advance to allow appropriate planning.

- Pupil Personnel Services: Credential School Counseling
- Pupil Personnel Services: Credential School Psychology
- Pupil Personnel Services: Child Welfare and Attendance
- Education Specialist: Mild/Moderate
- Bilingual Authorization
- Reading and Literacy Added Authorization
- Administrative Services
- Multiple Subject and Single Subject
- Board Certified Behavior Analyst

Graduate Admissions Policies and Procedures

Applicants for graduate programs are encouraged to contact SOE Admissions for advice and assistance in meeting the admission requirements. In order to continue in any SOE program, admitted candidates must remain in good academic standing and successfully meet requirements.

LMU processes all application submissions through the use of a cloud-based software service. When a prospective applicant applies to the SOE, the applicant will be prompted to create a user ID. Once the user ID is created, an applicant can review his or her application file and status at any time from a computer or mobile device.

Non-Degree Status: Applicants seeking admission to the School of Education under non-degree status are not guaranteed admission.

Exceptions Admissions Process

Applicants who do not meet minimum admission requirements based on GPA (below 3.0 and above 2.7) or TOEFL/IELTS test scores will be asked to submit additional documentation for admission consideration through the exceptions process. Candidates accepted through the exceptions process will be admitted with additional program requirements.

Graduate Transfer Credit

School of Education graduate students must submit transfer credit requests at the time of admission to their advisor/program director 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 with a course syllabus, University Bulletin description, and official transcript 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 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>). There are several general use student computer labs in various locations on campus.

Email Accounts

The School of Education will utilize students' LMU email accounts to contact students. Students are responsible for all University communication sent to their LMU email accounts. Students must check this account regularly or forward it to a preferred account. Students should contact the Student Help Desk for information on email 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 five-year subscription for LiveText.

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. It is the student's responsibility to ensure that all necessary forms are completed and submitted appropriately for any Incomplete grade request. 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 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 Academic 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 higher 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 the Council for Accreditation of Educator Preparation 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 field placements, or any other educational setting, 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 the necessary documentation.
- The instructor and program director will work with the student to develop a remediation plan. Assistance may include: specific tutorials provided by any member of the faculty; a referral to LMU Student Psychological Services; or other referrals.
- The instructor, program director, and student will meet with the associate dean if necessary.
- The program director will monitor the student's progress in accordance with the developed remediation plan.

Students who cannot uphold academic or non-academic standards may be disqualified from their program. Students who are disqualified from one program in the School of Education are not eligible for any other program in the School.

Statement of Professional Dispositions

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 Assessment

All students completing a Master of Arts degree must successfully pass a Comprehensive Examination, complete a Culminating/Capstone Experience, or successfully complete a thesis in their subject area.

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 to zero-semester-hour courses.

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 or Capstone is required. Students should consult their program director as to the type of comprehensive examination or Capstone 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 is 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's Thesis I. Continuing course enrollment in EDCE 6956 Master's Thesis II and EDCE 6957 Master's Thesis III may also be required.

Graduation

A commencement ceremony is held at the end of the Spring term for those degree candidates who are eligible and 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 II 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.

For combined credential and M.A. degree programs, graduation and degree-awarding does not result in automatic credential recommendation. Completion of credential requirements, including a 3.0 GPA in the credential coursework and fulfillment of non-course requirements, are required before recommendations are processed.

School of Education Academic Awards

The School of Education will name an Outstanding Student for graduate degree and undergraduate, Catholic, and bilingual teacher programs. 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. See the School of Education credential section of the website at <http://soe.lmu.edu> for detailed information on the credential application process. A 3.0 GPA in the credential program coursework and fulfillment of non-course requirements is required for credential recommendations.

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.

School of Education Centers

In addition to the academic departments that house the programs identified below, the School of Education has developed several centers to further our commitment to, and work in, teaching, research, and community advocacy/support: Center for Catholic Education, Center for Equity for English Learners, and Center for Undergraduate Teacher Preparation.

Center for Catholic Education

Contact Information

Executive Director: Rosemarie Nassif, SSND, Ph.D.

Phone: 310.568.6614

Location: University Hall 1760

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 is positioned to assist the Archdiocese of Los Angeles, the Dioceses of Orange and San Bernardino, 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, research, and outreach.

Center for Equity for English Learners

Contact Information

Executive Director: Magaly Lavadenz, Ph.D.

Associate Director: Elvira G. Armas

Telephone: 310.338.2924

Center Location: University Hall 1300

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 CEEL'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.

Center for Undergraduate Teacher Preparation

Contact Information

Senior Director: Annette Pijuan Hernandez

Center Co-Director: Edmundo Edward F. Litton

Telephone: 310.258.8806

Center Location: University Hall 3407

The Center for Undergraduate Teacher Preparation is a vibrant community that draws together all who are interested in education in ways that encourage them to be engaged learners, critical thinkers, and socially responsible citizens. The Center provides matriculation-to-graduation advising and other academic and professional support to undergraduate students 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 undergraduate teacher preparation programs. Undergraduate students completing a program supported by the Center will achieve both a major in their chosen discipline, as well as fulfill the requirements set forth by the California Commission on Teacher Credentialing for a preliminary teaching credential within their time at LMU.

The Center supports a number of undergraduate programs that integrate the major with teacher preparation requirements. These teacher preparation programs can lead to attaining a preliminary multiple subjects (elementary), single subject (secondary), or special education credential. A bilingual authorization is also attainable with the multiple or single subject credentials. These programs are directed by faculty and located in several departments throughout the university and include:

[Bellarmine College of Liberal Arts](#)

Liberal Studies (Elementary Education)

English

Social Science (History and Political Science)

Spanish

College of Communication and Fine Arts

Art

Frank R. Seaver College of Science and Engineering

Biology

Chemistry

Math

School of Education

Elementary Education (Preliminary Multiple Subjects Credential, K-5)

Secondary Education (Preliminary Single Subjects Credential, 6-12)

Bilingual Authorization (Added to the Preliminary Multiple or Single Subject Credentials)

Special Education (Education Specialist Credential: Mild/Moderate Disabilities, K-12)

Educational Leadership

Faculty

Chairperson: Mary K. McCullough

Professors: Antonia Darder (Leavey Presidential Endowed Chair), Karie Huchting, Magaly Lavadenz, Martha McCarthy (Presidential Professor), Mary McCullough, William Perez (Associate Dean), Elizabeth Reilly, David Sapp (Vice Provost for Academic Affairs), Linda Tillman (Distinguished Visiting Faculty), Michelle Young (Dean)

Associate Professors: Franca Dell'Olio, Elizabeth Stoddard

Assistant Professor: Kyo Yamashiro

Clinical Professor: Rebecca Stephenson

Clinical Associate Professors: Lauren Casella, Manuel N. Ponce Jr.,

Affiliated Faculty: Elvira Armas, Dana Coleman, Maurice Ghyselis, Gisela O'Brien, Sister Mary Angela Shaughnessy (Senior Distinguished Fellow)

Contact Information

Location: University Hall, Suite 2300

Telephone: 310.258.8748

Fax: 310.338.1647

Program Coordinator: Jacqueline Hansen

Email: Jacqueline.Hansen@lmu.edu

Introduction

Our programs are designed to provide new and experienced educators and administrators with the tools, theories, and experiences needed to succeed in transforming educational settings into inclusive and equitable learning environments. Combining theory with practice, our program curriculums provide candidates with a better understanding of the complex issues impacting education and student achievement, and prepares graduates as change agents.

Certificate

Catholic School Administration Certificate

Contact Information

Program Director: [Lauren R. Casella](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

The Certificate in Catholic School Administration (CCSA) is a 10-semester-hour graduate program designed to provide a full year of content in mission-focused, organizational, and instructional leadership. The CCSA supports those educators interested in Catholic school administration and need a concentrated education in the distinctive mission and operations of Catholic schools. The overall objective of this certificate program is to educate, prepare, and form prospective and novice Catholic school leaders in effective Catholic school administration and leadership. Candidates receive a rigorous curriculum that includes Catholic school history, mission, law, ethics, budget, finance, operations, marketing, fundraising, admissions, personnel management, curriculum, and instruction. The four pillars of adult Catholic spirituality, technology, inclusion, and the development of a professional learning community give the

foundation for each of the four courses of the program. The CCSA Program is offered in two modalities: a hybrid model and fully online.

Program Outcomes

As a result of this program, candidates will:

- Practice critical reflection and contemplative practice that is grounded in a Catholic worldview and rooted in a well-formed Catholic identity
- Identify, develop, and articulate a clear and purposeful vision for integrating a positive Catholic culture, environment, and curriculum that is rooted in a school-wide mission and vision statement consistent with Catholic faith and religious values
- Examine and appraise Catholic school governance structures and transformational leadership models that provide direction, authority, and leadership in Catholic education
- Articulate an intellectually rigorous program of education infused with the Catholic faith and traditions that promotes student academic success and spiritual formation, fosters teacher professional growth, and emphasizes a culture of continuous improvement
- Identify, develop, and articulate a clear and purposeful vision of operational vitality through sustainable financial planning, human resource/personnel management, facilities maintenance and enhancement, contemporary communication practice, and institutional advancement strategies

Program Admission Requirements

- Graduate Application
- Statement of Intent
- 2 Letters of Recommendation
 - One must be from applicant's employer
- Verification of Employment Form
- Technology Requirement Form
- Professional Resume
- 1 sealed, official transcript for all colleges and/or universities attended
- A cumulative undergraduate GPA of 3.0, or a 3.05 in your last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.

Certificate Requirements

Required Courses

- EDLA 6420 An Invitation to Lead *1 semester hours*
- EDLA 6430 Mission-Focused Spiritual 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*

Total: 10 semester hours

Additional Requirement

- Maintain a minimum overall GPA of 3.0 (B or better in all courses)

Certificate in Charter School Leadership (Online)

Contact Information

Program Director: [Manuel Ponce](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

The fully online Certificate in Charter School Leadership Program is designed to equip candidates with the skills, knowledge, and dispositions needed to serve as educational leaders in California. The Program is rooted in the rationale that twenty-first century leaders require knowledge and skills in the following areas: systemic reform; reflective practice; ethical, moral, and collaborative decision-making; diversity and inclusion; critical inquiry; advocacy for technology and is accessibility to all stakeholders; transformative leadership; and assessment/research.

Program Outcomes

As a result of this program, candidates will:

- Demonstrate the skills, knowledge, and dispositions to serve as an Educational Leader in California with an emphasis on the specific needs of charter school leaders
- Articulate a vision for instructional leadership that includes a strong emphasis on cultural and linguistic diversity, special education, the successful development of English Language Learners, and the parent-school relationship
- Develop an understanding of the financial and operational aspects of charter school leadership
- Demonstrate their understanding of the fundamental aspects of charter school leadership and operations through the construction of a charter school petition

Admission Requirements

- Graduate Application
- 2 Letters of Recommendation
 - One letter must be from applicant's employer
- 1 sealed official transcript
- Resume
- Charter Schools Program Agreement
- Bachelor's degree
- Statement of Intent addressing:
 - Applicant's understanding of diversity, social justice, and student achievement. Discuss implications of these for leadership and how they intersect with your personal leadership in your current school setting, as well as in future administrative leadership roles.
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:

- Transcript evaluations
- TOEFL or IELTS minimum score

Certificate Requirements

Required Coursework

- EDLA 6101 Foundations of Charter School Leadership: Vision of Learning for Diverse Students, Families, Staff, and Community *3 semester hours*
- EDLA 6102 Charter School Instructional Leadership: Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community *3 semester hours*
- EDLA 6103 Specialized Charter School Leadership Preparation with Petition Writing Lab *4 semester hours*

Total: 10 semester hours

Additional Program Requirements

- Petition Writing Lab
- Charter School Petition Culminating Project

Charter/Small School Leadership Certificate

Contact Information

Program Director: [Manuel Ponce](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

The Certificate in Charter/Small School Leadership consists of 11 semester hours (3 classes) in one academic year. Designed for those who already have a general background in educational leadership, are already leading in a charter school, or an innovator who wants to explore creating their own school, this Certificate provides candidates with cutting-edge research, as well as with the practical skills they need to succeed in innovative charter school and small school settings.

Program Outcomes

As a result of this program, candidates will:

- Demonstrate the skills, knowledge, and dispositions to serve as an Educational Leader in California with an emphasis on the specific needs of charter school leaders
- Articulate a vision for instructional leadership that includes a strong emphasis on cultural and linguistic diversity, special education, the successful development of English Language Learners, and the parent-school relationship
- Develop an understanding of the financial and operational aspects of charter school leadership
- Demonstrate their understanding of the fundamental aspects of charter school leadership and operations through the construction of a charter school petition

Program Admission Requirements

- Graduate Application
- 2 Letters of Recommendation
 - One letter must be from applicant's employer
- 1 sealed official transcript
- Resume
- Charter Schools Program Agreement
- Bachelor's degree
- Statement of Intent addressing:
 - Applicant's understanding of diversity, social justice, and student achievement. Discuss implications of these for leadership and how they intersect with your personal leadership in your current school setting, as well as in future administrative leadership roles.
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Certificate Requirements

Required Coursework

- EDLA 6421 Vision of Learning for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6423 Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6429 Specializing in Charter Schools *3 semester hours*

Total: 9 semester hours

Additional Requirement

- Charter School Petition Culminating Project

Credential

Preliminary Administrative Services Credential

Contact Information

Program Director: [Manuel Ponce, Jr.](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

This program is for any educators who are interested in furthering their understanding of educational leadership to acquire the skills and dispositions needed to lead schools effectively. LMU's Preliminary Administrative Services Credential (Tier I) program is specifically designed to prepare candidates for administration positions in public, private, charter, and Catholic schools. The Preliminary Administrative Services Credential is a requirement in many districts as well as for many higher-level district positions. All LMU School of Education credential programs meet the California State requirements as specified by the California Commission on Teacher Credentialing (CCTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

The Preliminary Administrative Services Credential is a completely online program except for the DLI Aspiring Principals of Color Fellowship which is delivered in a hybrid model.

Program Outcomes

Through the study of relevant leadership theory and participation in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in practical settings, candidates will:

- Acquire the skills, knowledge, and dispositions to serve as an Education Leader in California
- Demonstrate the ability to be moral and ethical leaders for social justice who respect differences, value reflective practice, understand change facilitation, build learning communities, and work effectively in diverse settings
- Identify, develop, and articulate a clear and purposeful vision for leadership that enables an environment that inspires a shared vision and enlists the active participation of all stakeholders
- Develop an understanding and a theory of action regarding the political, financial, legal, and operational aspects of school leadership through investigation of leadership theory
- Develop a vision for instructional leadership and a theory of action that includes a strong emphasis on cultural and linguistic diversity, special education, the successful development of English Learners, and the parent-school relationship

Program Admission Requirements

- Graduate Application
- 2 Letters of recommendation
 - One from applicant's school principal
- Verification of prior teaching experience
- Verification of employment
- Resume
- 1 sealed official transcript from each college/university attended
- CBEST passing scores (or equivalent)
- Copy of valid teaching and/or service credential
- Bachelor's degree

- Statement of Intent addressing:
 - Applicant's understanding of diversity, social justice, and student achievement. Discuss its implications for leadership and how it intersects with your personal leadership in your current school setting, as well as future administrative leadership roles.
- A cumulative undergraduate GPA of 3.0, or a 3.0 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Credential Requirements

Program Requirements/Credential Requirements

- A minimum of five years of experience working under a valid California base credential (such as teaching, Pupil Personnel Services) in addition to satisfactorily completing all program requirements is required to apply for the Preliminary Administrative Services Credential.
- A clear California Base credential is needed before applying. For this reason, it is recommended that eligible applicants have at least three years of experience at the time of applying.
- Individuals must satisfy all of the following requirements in addition to their program of study in order to be eligible for credential recommendation:
 - Possess a valid prerequisite credential.
 - Complete a Commission-approved program of specialized and professional preparation in administrative services resulting in the formal recommendation of the program sponsor (LMU's Preliminary Administrative Services Credential Program)
 - Satisfy the California basic skills requirement.
 - Complete five years of full-time experience.
 - Verify employment in an administrative position.
 - Satisfy the requirements of the California Administrative Performance Assessment
 - A passing score on each of the three cycles of the assessment

Required Coursework

- EDLA 6421 Vision of Learning for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6422 Responding to Diversity: Access, Equity, and Educational Opportunity *3 semester hours*
- EDLA 6423 Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6425 Transforming Organizations for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6427 Advocacy from a Legal Perspective *3 semester hours*
- EDLA 6428 Business of Education *3 semester hours*
- EDLA 6441 Fieldwork/CalAPA Cycle 1 *0 semester hours*
- EDLA 6442 Fieldwork/CalAPA Cycle 2 *0 semester hours*
- EDLA 6443 Fieldwork/CalAPA Cycle 3 *0 semester hours*

Total: 18 semester hours

Doctorate

Educational Leadership for Social Justice, Ed.D.

Contact Information

Program Director: [Rebecca Stephenson, Ph.D.](#)

Associate Director: [Michaela Cooper](#), M.A.

Introduction/Overview

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 schools and other educational and community settings. Offered in both a face-to-face and fully online format, 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.

Program Outcomes

As a result of this program, candidates will:

- Analyze the economic, political, legal, and sociocultural context of education
- Engage in inquiry and research to promote inclusive excellence in education and/or society
- Articulate how theory and research influence the development of personal leadership practice
- Advocate for the transformation of educational and community settings into just and equitable learning environments

Program Admission Requirements

- Graduate Application
- Statement of Purpose (two to four pages) following the format described in application guide
- Earned master's degree from an accredited institution
- Official transcripts from all colleges/universities attended (one copy)
- GPA of 3.0 (4.0 scale) in undergraduate coursework
- GPA of 3.5 (4.0 scale) in master's coursework
- Current résumé
- Two letters of recommendation
- Minimum of two years of full-time educational leadership experience in Pk-12 schools, higher education, nonprofit, or community organizations, or other education setting

- Select applicants will be invited to participate in a group interview with the Doctoral Admissions Committee.
- 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.

Degree Requirements

Students must pass all required coursework, pass all program benchmarks, complete pre-publication review, and publish on ProQuest.

Required Coursework

- EDLA 7001 Leadership for Social Justice in Education *3 semester hours*
- EDLA 7002 Moral and Ethical Leadership *3 semester hours*
- EDLA 7004 Organizational Theory and Change *3 semester hours*
- EDLA 7005 Educational Change and Innovation *3 semester hours*
- EDLA 7006 Education Policy and Praxis *3 semester hours*
- EDLA 7007 Using Research for Educational Improvement and Equity *3 semester hours*
- EDLA 7020 Situated Inquiry in Education *3 semester hours*
- EDLA 7021 Quantitative Research in Education *3 semester hours*
- EDLA 7022 Qualitative Research in Education *3 semester hours*
- EDLA 7023 Doctoral Colloquia *2 semester hours*
- EDLA 7040 Context and Current Topics in Public Education *3 semester hours*
- EDLA 7042 Management of Fiscal/Human Capital *3 semester hours*
- EDLA 7043 Legal and Policy Issues in Education *3 semester hours*
- EDLA 7045 Transformational Leadership for Student Achievement *3 semester hours*
- EDLA 7049 Research Seminar *2 semester hours*
- EDLA 7940 Preliminary Review Design *1 semester hours*
- EDLA 7950 Dissertation Proposal Design *2 semester hours*

Dissertation

Candidates complete at least 8 semester hours of dissertation coursework, including:

- EDLA 7951 Dissertation Seminar I *2 semester hours*
- EDLA 7952 Dissertation Seminar II *2 semester hours*
- EDLA 7953 Doctoral Seminar I *2 semester hours*
- EDLA 7954 Doctoral Seminar II *2 semester hours*

Note:

*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 (except Summer Session II) until the dissertation is signed off by the chair.

Total: 46 semester hours

Additional Requirements

- Benchmark #1: Preliminary Review
- Benchmark #2: Dissertation Proposal Defense, Institutional Review Board Approval (as needed), and Advancement to Candidacy
- Benchmark #3: Dissertation Defense

Masters

Catholic School Administration, M.A. - Hiatus

Contact Information

Program Director: [Lauren R. Casella](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

This unique and successful educational program, offered by LMU's Department of Educational Leadership and Administration (EDLA), provides professional development that is specific to the Catholic school administration context. The two-and-a half year, 31-unit program Master's Degree in Catholic School Administration is designed to address four major themes in Catholic school administration; mission-focused leadership; faith and spiritual leadership; operational management; and instructional leadership. The integration of faith and professional practice is made relevant through practical experiences that prepare candidates to grow as Catholic school leaders through project based learning strategies. Candidates learn that assessment, accountability, and transparency can serve well the mission, vision, and learning outcomes of every Catholic school.

Program Outcomes

As a result of this program, candidates will:

- Apply foundational information on Catholic schools to current trends, policy issues, and educational practices through regular reflective experiences
- Enhance leadership skills in working collaboratively through activities designed to foster a professional learning community of faith
- Lead the faculty, students, and parents in a professional learning community of faith formed in the teachings and traditions of the Catholic Church and dedicated to social justice

Program Admission Requirements

- Applicants must have successfully completed the 10 semester hours of the Certificate in Catholic School Administration as a prerequisite for admission to the Master's degree in Catholic School Administration. The 10 semester hours of the Catholic School Leadership Certificate program will be applied toward the 31 semester hours required for completion of the Master's degree in Catholic School Administration.
- Application form

Degree Requirements

Required Coursework

All Certificate program courses:

- EDLA 6420 An Invitation to Lead *1 semester hours*
- EDLA 6430 Mission-Focused Spiritual 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*

Total Certificate: 10 semester hours

Courses after completion of Certificate:

- EDLA 6105 Assessment and Research Methodology *3 semester hours*
- EDLA 6422 Responding to Diversity: Access, Equity, and Educational Opportunity *3 semester hours*
- EDLA 6424 Organizational Management for Student Learning *3 semester hours*
- EDLA 6433 Visions of Learning *3 semester hours*
- EDLA 6434 Student Learning and Professional Growth *3 semester hours*
- EDLA 6435 Transforming Organizations *3 semester hours*
- EDUR 6100 Anthropological Analysis of Cultural Diversity *3 semester hours*

Total Additional MA: 21 semester hours

Total: 31 semester hours

Additional Degree Requirements

- Capstone Culminating Oral Presentation

Higher Education Administration, M.A.

Contact Information

Program Director: [Elizabeth Stoddard](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction/Overview

The M.A. in Higher Education Administration guides candidates in becoming scholarly, reflective, and transformative higher education leaders. The program prepares candidates to be justice-oriented administrators in all divisions and all sectors of higher education. The program recognizes the contributions and nuances of serving in two- and four-year, private and public, and religiously affiliated post-secondary institutions.

Program Outcomes

As a result of this program, candidates will:

- Articulate the historical and current role of higher education in American society
- Describe organizational and governance structures in American higher education
- Employ critical reflection skills when analyzing data and problem solving
- Articulate informed viewpoints on current higher education issues
- Articulate and value the experiences of postsecondary students, faculty, and staff from underrepresented groups
- Work to support the success of all postsecondary students
- Demonstrate basic administrative competencies such as planning, budgeting, and assessment
- Demonstrate knowledge of higher education legal and ethical issues
- Understand, evaluate, and adapt developmental, organizational, and leadership theories to their practice

Admission Requirements

- Graduate Application
- 2 Letters of Recommendation
- 1 sealed, official transcript from each college/university attended
- Resume
- Bachelor's degree conferred official transcripts
- Two letters of recommendation
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- Statement of Intent:
 - 3-4 pages, double-spaced, 12 point font
 - Addressing the following:
 - How have your life and professional experiences informed your decision to pursue a graduate degree in higher education?
 - Why do you want to study in the LMU higher education program?
 - What leadership and academic qualities will you bring to the higher education program?
 - What leadership and/or academic qualities need further development?
 - How will you contribute to the mission of the LMU School of Education?
 - What are your future goals/plans as they relate to higher education leadership?

Degree Requirements

Required Coursework

- EDLA 6105 Assessment and Research Methodology *3 semester hours*
- EDLA 6710 Leadership in Higher Education I *3 semester hours*
- EDLA 6711 Foundations of Higher Education *3 semester hours*
- EDLA 6712 Organization and Administration in Higher Education *3 semester hours*
- EDLA 6713 Theories of College Student Development *3 semester hours*
- EDLA 6714 Leadership in Catholic Higher Education *2 semester hours*
- EDLA 6715 Community College Leadership *2 semester hours*
- EDLA 6720 Fieldwork in Higher Education *3 semester hours*
- EDLA 6721 Higher Education Law and Public Policy *3 semester hours*
- EDLA 6722 Resource Management in Higher Education *3 semester hours*
- EDLA 6723 Leadership in Higher Education II *3 semester hours*
- EDLA 6995 Comprehensive Examination *0 semester hours (fee required)*

Total: 31 semester hours

School Administration, M.A.

Contact Information

Program Director: [Manuel Ponce, Jr.](#)

Academic Advisor: [Terri Taylor](#)

Introduction

This program is for any educators who are interested in furthering their understanding of educational leadership to acquire the skills and dispositions needed to lead schools effectively.

Based on academic and professional background and career goals, the M.A. may be taken as a stand-alone program, be combined with the Charter School Leadership Certificate program, or (for applicants who hold a valid California base credential and have a minimum of three years full-time experience with that credential) be combined with the Preliminary CA Administrative Services (Tier I) Credential program. The requirements outlined below are for the standalone program only.

Program Outcomes

Through the study of relevant leadership theory and participation in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting, candidates will:

- Acquire the skills, knowledge, and dispositions to serve as an Educational Leader in California
- Demonstrate the ability to be moral and ethical leaders for social justice who respect differences, value reflective practice, understand change facilitation, build learning communities, and work effectively in diverse settings

- Identify, develop, and articulate a clear and purposeful vision for leadership that enables an environment that inspires a shared vision and enlists the active participation of all stakeholders
- Develop an understanding and a theory of action regarding the political, financial, legal, and operational aspects of school leadership through investigation of leadership theory
- Develop a vision for instructional leadership and a theory of action that includes a strong emphasis on cultural and linguistic diversity, special education, the successful development of English Learners, and the parent-school relationship

Program Admission Requirements

- Graduate Application
- 2 Letters of Recommendation
 - One letter must be from employer
- Resume
- 1 sealed, official transcript from each college/university attended
- Bachelor's degree
- Statement of Intent addressing:
 - Applicant's understanding of diversity, social justice, and student achievement. Discuss its implications for leadership and how it intersects with your personal leadership in your current school setting, as well as future administrative leadership roles.
- A cumulative undergraduate GPA of 3.0, or a 3.05 in your last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Degree Requirements

Required Coursework

- EDLA 6105 Assessment and Research Methodology *3 semester hours*
- EDLA 6421 Vision of Learning for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6422 Responding to Diversity: Access, Equity, and Educational Opportunity *3 semester hours*
- EDLA 6423 Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6425 Transforming Organizations for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component *3 semester hours*
- EDLA 6426 Instructional Technology for School Leaders *2 semester hours*
- EDLA 6427 Advocacy from a Legal Perspective *3 semester hours*
- EDLA 6428 Business of Education *3 semester hours*

In addition to the courses listed above, candidate must take two out of the three electives listed below:

- EDLA 6429 Specializing in Charter Schools *3 semester hours*
- EDSP 6390 Lifespan Development *3 semester hours*
- EDUR 6100 Anthropological Analysis of Cultural Diversity *3 semester hours*

Total: 32 semester hours

Degree Benchmarks

- Capstone Oral Examination

Educational Leadership, M.A.

Contact Information

Program Directors: [Manuel Ponce, Jr.](#), [Lauren Casella](#)

Academic Advisor: [Terri Taylor](#)

Introduction

This program is designed to prepare educational leaders across a variety of sectors to effectively lead their organizational communities with a commitment to social justice. This online MA is an innovative, updated, and relevant 18-month program built upon the success of LMU's current face-to-face MA in Educational Leadership program as well as the online Certificate in Catholic School Administration. The MA program emphasizes practitioner application of theory into authentic leadership experiences. Leadership skill building, critical reflection, and contemplative practice are integrated throughout the program of study. Consistent with best practices in adult learning theory, the program emphasizes improvement science around a problem of practice with the goal of producing leaders as scholar-practitioners. It is focused on culturally-relevant and community-focused practices. The MA in Educational Leadership program student learning outcomes align with standards of the Council for Accreditation of Educator Preparation (CAEP), California Professional Standards for Education Leaders (CPSEL), and Instructional Technology Standards for Education (ITSE).

Program Outcomes

Through the study of relevant leadership theory and participation in residency/fieldwork experiences designed to facilitate the application of theoretical concepts in a practical setting, candidates will:

1. Identify, develop, and articulate a clear and purposeful vision for integrating a positive culture, environment, and curriculum.
2. Articulate an intellectually rigorous program of education that promotes student academic success.
3. Identify, develop, and articulate a clear and purposeful vision of operational vitality and financial sustainability.
4. Research, interrogate, and articulate a vision for ensuring an equitable learning environment and whole-child educational approach for all students.
5. Implement action research in a learning organization.

Program Admissions Requirements

- Graduate Application

- 2 Letters of Recommendation
 - One letter must be from employer
- Resume
- 1 sealed, official transcript from each college/university attended
- Bachelor's degree
- Statement of Intent addressing:
 - Applicant's understanding of diversity, social justice, and student achievement. Discuss its implications for leadership and how it intersects with your personal leadership in your current school setting, as well as future administrative leadership roles.
- A cumulative undergraduate GPA of 3.0, or a 3.05 in your last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.

Degree options and requirements:

Students must select one of the following degree pathway options:

1. Online MA in Educational Leadership
2. Online MA in Educational Leadership: Certificate in Charter School Management Pathway
3. Online MA in Educational Leadership: Certificate in Catholic School Administration Pathway

Online MA in Educational Leadership

- EDLA 6200 Foundations of Leadership *3 semester hours*
- EDLA 6201 Educational Leader as Researcher *3 semester hours*
- EDLA 6202 Curriculum, Instruction, and Assessment *3 semester hours*
- EDLA 6203 School Finance and Human Resources *3 semester hours*
- EDLA 6204 Innovation, Entrepreneurial Leadership and Design Thinking *3 semester hours*
- EDLA 6205 Diversity, Equity, and Inclusion *3 semester hours*
- EDLA 6206 Cura Personalis: Fostering a Community of Care *3 semester hours*
- EDLA 6207 Governance, Law, and Policy *3 semester hours*
- EDLA 6208 Supervision, Coaching and a Culture of Professional Learning *3 semester hours*
- EDLA 6209 Community, Family and Stakeholder Engagement *3 semester hours*
- EDLA 6995 Comprehensive Examination *0 semester hours*

Total: 30 semester hours

Online MA in Educational Leadership: Certificate in Charter School Management

- EDLA 6101 Foundations of Charter School Leadership: Vision of Learning for Diverse Students, Families, Staff, and Community *3 semester hours*
- EDLA 6102 Charter School Instructional Leadership: Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community *3 semester hours*
- EDLA 6103 Specialized Charter School Leadership Preparation with Petition Writing Lab *4 semester hours*
- EDLA 6429 Specializing in Charter Schools *3 semester hours*
- EDLA 6201 Educational Leader as Researcher *3 semester hours*
- EDLA 6204 Innovation, Entrepreneurial Leadership and Design Thinking *3 semester hours*
- EDLA 6205 Diversity, Equity, and Inclusion *3 semester hours*

- EDLA 6206 Cura Personalis: Fostering a Community of Care *3 semester hours*
- EDLA 6208 Supervision, Coaching and a Culture of Professional Learning *3 semester hours*
- EDLA 6209 Community, Family and Stakeholder Engagement *3 semester hours*
- EDLA 6207 Governance, Law, and Policy *3 semester hours*
- EDLA 6995 Comprehensive Examination *0 semester hours*

Total: 34 semester hours

Online MA in Educational Leadership: Certificate in Catholic School Administration Pathway

- EDLA 6420 An Invitation to Lead *1 semester hours*
- EDLA 6430 Mission-Focused Spiritual 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*
- EDLA 6201 Educational Leader as Researcher *3 semester hours*
- EDLA 6204 Innovation, Entrepreneurial Leadership and Design Thinking *3 semester hours*
- EDLA 6205 Diversity, Equity, and Inclusion *3 semester hours*
- EDLA 6206 Cura Personalis: Fostering a Community of Care *3 semester hours*
- EDLA 6207 Governance, Law, and Policy *3 semester hours*
- EDLA 6208 Supervision, Coaching and a Culture of Professional Learning *3 semester hours*
- EDLA 6209 Community, Family and Stakeholder Engagement *3 semester hours*
- EDLA 6995 Comprehensive Examination *0 semester hours*

Total: 31 semester hours

Specialized Programs in Professional Psychology

Faculty

Interim Chairperson: Mary K. McCullough

Professors: Terese C. Aceves, Sheri A. Atwater, Emily S. Fisher, Brian P. Leung, William D. Parham

Associate Professor: Fernando Estrada

Visiting Assistant Professor: Maia N. Hoskin

Clinical Associate Professor: Karen Komosa-Hawkins

Affiliate Faculty: Esther Gobrial

Contact Information

Location: University Hall, Suite 1500

Telephone: 310.568.6854

Fax: 310.568.6640

Senior Administrative Coordinator: [Cheryl Wawrzaszek](#)

Introduction

The programs in the Department of Specialized Programs in Professional Psychology (EDSP) are designed intentionally to prepare graduates to assume professional roles as counselors, school psychologists, certified behavior analysts, and community mental health practitioners, in a variety of settings including K-12 public, private and charter schools, colleges and universities and private non-profit organizations. Each program offers a rigorous academic curriculum and experiential learning components the combination of which makes for a well-trained professional able to work with students, colleagues, administrators, community populations, and civic leaders. The faculty in the Department of Specialized Programs in Professional Psychology is known for their excellent teaching, respected scholarship, and dedication to serving others. The learning community co-created by the department faculty and students is one from which everyone benefits. In short, graduates of each program within the Department of Specialized Programs in Professional Psychology come to understand and appreciate the complex 21st century issues and challenges that frame the local, regional and national landscape of education.

Certificate

Child Welfare Attendance Supplemental Authorization Certification (CWA)

Contact Information

Program Director: [Maia N. Hoskin](#)

CWA Fieldwork Liaison: [Esther Gobrial](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction

The Child Welfare Attendance Add-On authorization is recognized by the State of California, Commission on Teacher Credentialing (CCTC), as a program option for P.P.S. credential-held practitioners in School Counseling, School Psychology, or School Social Work. Practitioners who hold a valid P.P.S. Credential with an Option in School Counseling/School Psychology/School Social Work and CWA provide child welfare attendance and related services in addition to their main role or function within a school district.

Program Outcomes

As a result of this training program, students will:

- Know state laws applicable to Child Welfare and Attendance
- Design prevention and intervention strategies for addressing child welfare and truancy in order to reduce student barriers to learning

- Evaluate the effectiveness of prevention and intervention strategies for addressing child welfare and attendance issues
- Value and understand strengths of prevention and intervention strategies for addressing child welfare and attendance issues
- Understand limitations, including contextual and societal barriers, of prevention and intervention strategies for addressing child welfare and attendance issues
- Value using prevention and intervention strategies to benefit students, their families and community

Program Admissions Requirements

- Applicants must either be currently enrolled in one of our two LMU PPS (School Counseling or School Psychology) programs, currently enrolled in fieldwork courses for the PPS credential at a regionally accredited-institution, or already possess a valid PPS credential.
- A minimum graduate GPA of 3.0 and previous experience with students in schools, and an understanding and implicit agreement with the LMU mission and SOE Conceptual Framework
- All applicants are required to submit a personal statement addressing their background and interest in the field, official transcripts, a copy of their current, valid PPS credential (if a PPS credential holder), and two letters of recommendation attesting to their academic and personal qualifications for success in this graduate program.

Program Requirements

Additional Requirements

- To "add on" this optional CWA authorization to their existing P.P.S. credential, all candidates will be required to take the CWA coursework over the span of 1-2 semesters while concurrently enrolled in their culminating Fieldwork PPS school placement or (if a PPS credential holder) currently employed as a school counselor/psychologist/social worker in a local school district. While enrolled in PPS Fieldwork (6 semester hours over 2 semesters), students are allowed to take one additional course (3 semester hours) per semester; thus, current LMU students would be advised to take the first 3-semester-hour content course for CWA during FW 1; and the other during FW 2, IF they opt to gain this added authorization.
- Students will not be advised or allowed to take a semester "off" from their degree program in order to complete this supplemental authorization, as it is dependent upon concurrent enrollment in their PPS Fieldwork courses (or current employment in a school district in a PPS position as a school counselor, administrator, psychologist, or social worker if a valid credential holder). The CWA Program is not a substitute for the students' regular program but in addition to it; it is their choice to take this additional coursework in order to improve job opportunities in the field.

Required Coursework

- EDSP 5303 Foundations in Child Welfare and Attendance *3 semester hours*
- EDSP 5304 School Attendance Improvement and Truancy Remediation: Prevention and Intervention *3 semester hours*
- EDSP 5305 CWA Fieldwork and Supervision *3 semester hours*

Total: 9 semester hours

Education Specialist

School Psychology, Ed.S. with Educational Psychology, M.A. and Pupil Personnel Services Credential, P.P.S. (eligible)

Contact Information

Co-Program Director: [Emily Fisher](#)

Assistant Program Director: [Karen Komosa-Hawkins](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction

The LMU School Psychology program is accredited by both the California Commission for Teacher Credentialing (CCTC) and the National Association for School Psychology (NASP) accrediting agencies. Program content is informed by the NASP Domains of Practice and the School of Education Conceptual Framework, and social justice is a strong emphasis of the program. Most courses have field-based 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, 500 hours) and year three (internship, 1200 hours). Passing the Praxis exam in School Psychology at the program cutoff score (147) is required for graduation. This is also the national cutoff score that will result in candidates becoming Nationally Certified School Psychologists (NCSP). After two years in the schools post-graduation, program graduates will qualify to sit for the Licensed Educational Psychologist (LEP) exam administered by the California Board of Behavioral Sciences. All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

Program Outcomes

As a result of this training program, students will:

1. Consider individual differences, diversity, and ecological factors during decision-making and when conducting all aspects of service delivery.
2. Employ leadership skills to effectively consult, collaborate, communicate, evaluate, and improve home-school-community partnerships, services and supports for all students.
3. Use research-informed and evidence-based direct and indirect interventions and practices at the individual, group, and/or system levels.
4. Select, collect, and use data to monitor progress, make decisions and demonstrate positive impact with students, families, and communities.

Program Admissions Requirements

- Graduate Application submitted electronically.
- An undergraduate major or minor in psychology, child development, education, or highly related field is required for admission. Candidates with degrees in other fields need to complete prerequisite coursework in psychology (18 semester units) prior to the start of the program. These may include: Introductory Psychology, Cognition/Learning Theories, Human Development/Developmental Psychology, Physiological/Neurological Psychology, Statistics or Experimental Psychology, Social Psychology, Abnormal Psychology, or Personality Theory.
- Three letters of recommendation from individuals who can speak to the applicant's academic and professional potential.
 - Please ensure that one letter is from a practicing school psychologist, special educator, director of psychological services, director of pupil personnel services, or licensed psychologist familiar with the role of a School Psychologist.
- Official transcripts (one set) from all colleges and universities attended, including if a degree is in progress.
- Original GRE score report (GRE is currently waived for applicants).
- CCTC Certificate of Clearance (COC) (No later than the end of August in the first year of enrollment)
- A cumulative undergraduate GPA of 3.0. If the overall undergraduate GPA is under 3.0 equivalency for a semester system, applicants can submit a "Request for Exception to the GPA Requirement" form to add as a component in the review and evaluation of the application.
- CBEST or other basic skills verification by the end of the first fall semester.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL (100 minimum score) or IELTS (7 minimum score)
- Statement of Intent (2-4 pages, double-spaced) that addresses:
 - Why you want to be a school psychologist and what draws you to this profession.
 - What you have learned from your volunteer/work experience with school- aged children, including those from diverse backgrounds and those with exceptional needs.
 - Aspects of your own background and lived experience that will contribute to the strengths of a diverse cohort learning community.
 - What makes the LMU School Psychology Program a good fit for you.
- Update and upload your professional resume.

Degree Requirements--M.A. in Educational Psychology, Ed.S. in School Psychology

Required Coursework

- EDSP 6501 Introduction to Ethics and School Psychology Practice *1 semester hours*
- EDSP 6504 Statistics, Research Methods, and Program Evaluation *3 semester hours*
- EDSP 6505 Advocacy, Leadership and Professional Practice I *1 semester hours*
- EDSP 6506 Seminar in Counseling and Interpersonal Relations *3 semester hours*
- EDSP 6507 Advocacy, Leadership and Professional Practice II *1 semester hours*
- EDSP 6508 Student Diversity and Exceptionality *3 semester hours*
- EDSP 6510 Seminar in Instruction and Learning *3 semester hours*
- EDSP 6512 Group Counseling and Intervention with Children and Adolescents *3 semester hours*
- EDSP 6513 Advanced Counseling Seminar I *2 semester hours*

- EDSP 6514 Family, School, and Community Collaboration *3 semester hours*
- EDSP 6515 Advanced Counseling Seminar II *2 semester hours*
- EDSP 6518 Assessment and Intervention for Cognitive and Learning Problems I *3 semester hours*
- EDSP 6520 Prevention, Intervention, and Consultation *3 semester hours*
- EDSP 6522 Assessment and Intervention for Cognitive and Learning Problems II *3 semester hours*
- EDSP 6524 Practicum in School Psychology I *2 semester hours*
- EDSP 6525 Practicum in School Psychology II *2 semester hours*
- EDSP 6526 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools *3 semester hours*
- EDSP 6528 Social, Emotional, and Behavioral Assessment *3 semester hours*
- EDSP 6534 Advanced Assessment and Positive Behavioral Intervention *3 semester hours*

Total (M.A./Ed.S.): 49 semester hours

Credential Requirements--P.P.S. Credential for School Psychology

Required Coursework

- EDSP 6530 Treatment of Emotional and Behavioral Disorders in Children and Adolescents *3 semester hours*
- EDSP 6532 Seminar in School Systems and Psychological Services *3 semester hours*
- EDSP 6535 Seminar in Ethical Leadership and Social Justice I *1 semester hours*
- EDSP 6537 Seminar in Ethical Leadership and Social Justice II *1 semester hours*
- EDSP 6538 Supervised Internship in School Psychology I *3 semester hours*
- EDSP 6540 Supervised Internship in School Psychology II *3 semester hours*
- EDSP 6995 Comprehensive Examination *0 semester hours*

Total (P.P.S.): 14 semester hours

Additional Requirements:

- Year 2 Portfolio
- Year 3 Portfolio

Total (Combined M.A. Educational Psychology/Ed.S. School Psychology): 63 semester hours

Masters

Counseling, M.A.

Contact Information

Program Director: [Maia N. Hoskin](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction/Overview

The Master of Arts in Counseling program prepares candidates 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 M.A. in Counseling program are eligible to apply to the Board of Behavioral Sciences (BBS) for Associate Professional Clinical Counselor (APCC) status. As an APCC, graduates then complete 3,000 hours of work and pass two national exams to receive LPCC status. School Counseling with the Pupil Personnel Services (PPS) Credential.

Program Outcomes

As a result of this training, students will:

- Apply effective counseling strategies to meet the diverse academic, social, emotional, and career needs of clients
- Counsel clients individually using appropriate theoretical approaches to address academic readiness, language proficiency, cultural background, and individual development
- Counsel clients in group settings using group facilitation skills derived from appropriate theoretical approaches to address academic readiness, language proficiency, cultural background, and individual development
- Evaluate clients using suitable/pertinent assessment measures based on the purpose of measuring instrument and identified counseling need
- Implement prevention and intervention strategies for diverse clients based on scientific research and program evaluations
- Consult effectively with clients, their families, and support systems; with peers and colleagues; and with appropriate clinical staff in order to improve client functioning
- Exemplify the main dimensions of personal growth and dispositions central to successful counseling, including self-awareness, self-care, and self-reflection
- Exhibit and defend the ethical codes related to the specific field of counseling within which one works (e.g., ACA Code of Ethics, LPCC ethical codes)
- Demonstrate advanced intervention techniques in the areas of addictions, trauma, community psychology, and human sexuality to address the diverse needs of clinical populations

Program Admissions Requirements

- Graduate Application
- 2 Letters of Recommendation
- 1 sealed, Official Transcripts from all colleges/universities attended
 - Bachelor's degree conferral from an accredited university must be verified on transcript
- Technology Form
- CCTC Certificate of Clearance (COC)
- California Basic Education Skills Test (CBEST) official score report
 - For those seeking the School Counseling with Pupil Personnel Services (PPS) Credential specialization option
- Statement of Intent addressing:

- The characteristics the applicant possesses that he or she thinks will make him or her an effective counselor;
- In what specific ways does the LMU Counseling Program help the applicant achieve his or her professional goals;
- The applicant's commitment towards preparing himself or herself to be an effective counselor, including devoting the required time and financial planning to a culminating internship in the field, a time when it is difficult and ill-advised to work full-time, and becoming active in related professional organizations (e.g., CALPCC, CASC, ASCA);
- The applicant's related work or volunteer experiences with individuals from diverse backgrounds (e.g., culture, race, ethnicity, gender, sexual orientation, social class, and/or children/adults with disabilities);
- The applicant's perspective on multiculturalism and social justice, as outlined in the School of Education's REAL conceptual framework;
- A bulleted list (to be included at the end of Statement of Intent) indicating a) positions held, b) length of time/duration, c) supervisor name/contact information, and d) volunteer or paid positions.
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL (100 minimum score) or IELTS (7 minimum score)

Required Coursework

- EDSP 6362 Counseling Theories and Techniques *3 semester hours*
- EDSP 6365 Research Methodology and Statistics *3 semester hours*
- EDSP 6368 Career Counseling and Educational Planning *3 semester hours*
- EDSP 6376 Crisis and Trauma Counseling *3 semester hours*
- EDSP 6377 Multicultural Counseling *3 semester hours*
- EDSP 6378 Group Counseling *3 semester hours*
- EDSP 6379 Social, Emotional, and Behavioral Functioning *3 semester hours*
- EDSP 6382 Ethical and Legal Issues *3 semester hours*
- EDSP 6386 Culturally Responsive Counseling with Individuals *3 semester hours*
- EDSP 6390 Lifespan Development *3 semester hours*
- EDSP 6391 Foundations of Counseling *3 semester hours*
- EDSP 6392 Psychopharmacology *3 semester hours*
- EDSP 6393 Assessment, Appraisal, and Diagnosis *3 semester hours*
- EDSP 6394 Helping Skills *3 semester hours*
- EDSP 6395 Addictions Counseling: Foundations of Wellness *3 semester hours*
- EDSP 6396 Human Sexuality *3 semester hours*
- EDSP 6400 Community Psychology: Theories and Practice *3 semester hours*
- EDSP 6508 Student Diversity and Exceptionality *3 semester hours*
- EDSP 6995 Comprehensive Examination *0 semester hours* (fee based, \$300)
- - Fieldwork courses pertaining to the candidate's specialization:

Clinical Mental Health Specialization:

- EDSP 6940 Fieldwork in Mental Health Counseling I *3 semester hours*
- EDSP 6945 Fieldwork in Mental Health Counseling II *3 semester hours*

School Counseling Specialization:

- EDSP 6970 Fieldwork in School Counseling I *3 semester hours*
- EDSP 6980 Fieldwork in School Counseling II *3 semester hours*

Total: 60 semester hours

Additional Requirements

- 100 completed hours of practical experience prior to enrollment in Fieldwork courses
- Candidate Disposition evaluations
 - (1) BY END OF FIRST SEMESTER: **One Self-Assessment Disposition Form AND One Faculty-Assessment Disposition Form** must be completed and turned in to the Counseling Program Advisor and EDSP Associate Director no later than the **end of the candidate's first semester in the Program.**
 - (2) BY END OF EDSP 6386 Culturally Responsive Counseling with Individuals: **One Self-Assessment Disposition Form AND One Faculty-Assessment* Disposition Form** must be completed and turned in to the Counseling Program Advisor and EDSP Associate Director upon your completion of EDSP 6386 Culturally Responsive Counseling with Individuals. *This Faculty Assessment MUST be completed by the candidate's EDSP 6386 Instructor.
- Fieldwork I Application form
- Pre-Counseling Documentation Log
- Counseling Organization Membership
- Proof of Liability Insurance with Counseling Organization
- Fieldwork Planning Document
- Approval of Fieldwork Site
 - Candidates seeking the Pupil Personnel Services (PPS) Credential must complete their fieldwork at an approved school site.
- Completion of all courses prior to enrollment in Comprehensive Exam with the exception of:
 - EDSP 6392 Psychopharmacology *3 semester hours*
 - EDSP 6395 Addictions Counseling: Foundations of Wellness *3 semester hours*
 - EDSP 6396 Human Sexuality *3 semester hours*
 - EDSP 6400 Community Psychology: Theories and Practice *3 semester hours*
 - EDSP 6508 Student Diversity and Exceptionality *3 semester hours*
 - Fieldwork courses pertaining to the candidate's specialization:
 - Clinical Mental Health Specialization:
 - EDSP 6940 Fieldwork in Mental Health Counseling I *3 semester hours*
 - EDSP 6945 Fieldwork in Mental Health Counseling II *3 semester hours*
 - School Counseling Specialization:
 - EDSP 6970 Fieldwork in School Counseling I *3 semester hours*
 - EDSP 6980 Fieldwork in School Counseling II *3 semester hours*
- All coursework must be completed within 5 years.

Guidance Counseling, M.A.

Contact Information

Program Director: [Maia N. Hoskin](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction

The Master of Arts in Guidance Counseling program is a 41-semester-hour program. It is designed for those who want a rigorous graduate Counseling program but are not planning to apply for either the Licensed Professional Clinical Counselor (LPCC) licensure or for the California Pupil Personnel Services (PPS) credential. It is ideal for candidates interested in working in higher education settings in positions such as college counselors or advisors.

Program Outcomes

As a result of this training program, students will:

- Apply effective counseling strategies to meet the diverse academic, social, emotional, and career needs of students in post-secondary institutions
- Counsel students in post-secondary institutions individually using appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and individual development
- Counsel students in post-secondary institutions in group settings using group facilitation skills and appropriate theoretical approaches to address students' academic readiness, language proficiency, cultural background, and individual development
- Evaluate post-secondary students using suitable/pertinent assessment measures based on the purpose of the measuring instrument and identified counseling need
- Implement prevention and intervention strategies for diverse students in post-secondary institutions based on scientific research and program evaluations
- Consult effectively with students in post-secondary institutions; with peers and colleagues; and with appropriate staff in order to improve student functioning
- Exemplify the main dimensions of personal growth and dispositions central to successful counseling, including self-awareness, self-care, and self-reflection
- Apply and implement the ethical codes related to the specific field of counseling within which one works (e.g., ACA Code of Ethics, ASCA ethical standards, LPCC ethical codes)

Program Admissions Requirements

- Graduate Application
- 2 Letters of Recommendation
- 1 sealed, Official Transcripts from all colleges/universities attended
 - Bachelor's degree conferral must be verified on transcript
- Technology Form
- CCTC Certificate of Clearance (COC)
- Statement of Intent addressing:

- The characteristics the applicant possesses that he or she thinks will make him or her an effective counselor;
- In what specific ways does the LMU Counseling Program help the applicant achieve his or her professional goals;
- The applicant's commitment towards preparing himself or herself to be an effective counselor, including devoting the required time and financial planning to a culminating internship in the field, a time when it is difficult and ill-advised to work full-time, and becoming active in related professional organizations (e.g., CASC, ASCA);
- The applicant's related work or volunteer experiences with individuals from diverse backgrounds (e.g., culture, race, ethnicity, gender, sexual orientation, social class, and/or children/adults with disabilities);
- The applicant's perspective on multiculturalism and social justice, as outlined in the School of Education's REAL conceptual framework;
- A bulleted list (to be included at the end of Statement of Intent) indicating a) positions held, b) length of time/duration, c) supervisor name/contact information, and d) volunteer or paid positions.
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL (100 minimum score) or IELTS (7 minimum score)

Degree Requirements

Required Coursework

- EDSP 6362 Counseling Theories and Techniques *3 semester hours*
- EDSP 6365 Research Methodology and Statistics *3 semester hours*
- EDSP 6368 Career Counseling and Educational Planning *3 semester hours*
- EDSP 6376 Crisis and Trauma Counseling *3 semester hours*
- EDSP 6377 Multicultural Counseling *3 semester hours*
- EDSP 6378 Group Counseling *3 semester hours*
- EDSP 6379 Social, Emotional, and Behavioral Functioning *3 semester hours*
- EDSP 6382 Ethical and Legal Issues *3 semester hours*
- EDSP 6386 Culturally Responsive Counseling with Individuals *3 semester hours*
- EDSP 6390 Lifespan Development *3 semester hours*
- EDSP 6391 Foundations of Counseling *3 semester hours*
- EDSP 6394 Helping Skills *3 semester hours*
- EDSP 6972 Fieldwork in Guidance Counseling *1 TO 2 semester hours* (enroll in 2 semester hours)
- EDSP 6995 Comprehensive Examination *0 semester hours* (fee-based, \$300)
- One of the following two elective courses:
 - EDLA 6712 Organization and Administration in Higher Education *3 semester hours*
 - EDLA 6713 Theories of College Student Development *3 semester hours*

Total: 41 semester hours

Additional Requirements

- Candidate Disposition Forms

- (1) BY END OF FIRST SEMESTER: **One Self-Assessment Disposition Form AND One Faculty-Assessment Disposition Form** must be completed and turned in to the Counseling Program Advisor and EDSP Associate Director no later than the **end of the candidate's first semester in the Program**.
- (2) BY END OF EDSP 6386 Culturally Responsive Counseling with Individuals: **One Self-Assessment Disposition Form AND One Faculty-Assessment* Disposition Form** must be completed and turned in to the Counseling Program Advisor and EDSP Associate Director upon your completion of EDSP 6386 Culturally Responsive Counseling with Individuals. *This Faculty Assessment MUST be completed by the candidate's EDSP 6386 Instructor.
 - Pre-Counseling Documentation Log
 - Counseling Organization Membership
 - Proof of Liability Insurance with Counseling Organization
 - Approval of Site
 - Completion of all courses prior to enrollment in Comprehensive Exam with the exception of:
 - EDSP 6972 Fieldwork in Guidance Counseling *2 semester hours*
 - All coursework must be completed within 5 years.

School Counseling, M.A. with Pupil Personnel Services Credential, P.P.S.

Contact Information

Program Director: [Maia N. Hoskin](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction

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 Commission on Teacher Credentialing (CCTC) 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 licensure as a Licensed Professional Clinical Counselor (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. All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC).

Program Outcomes

As a result of this training program, students will:

- Apply effective counseling strategies to meet the diverse academic, social, emotional, and career needs of PK-12 students using the ASCA model's four professional competencies: Foundations, Management, Delivery, and Accountability

- Counsel PK-12 students individually using appropriate theoretical approaches to address academic readiness, language proficiency, cultural background, and individual development
- Counsel PK-12 students in group settings using group facilitation skills derived from appropriate theoretical approaches to address academic readiness, language proficiency, cultural background, and individual development
- Evaluate PK-12 students using suitable/pertinent assessment measures based on the purpose of measuring instrument and identified counseling need
- Implement prevention and intervention strategies for diverse PK-12 students based on scientific research and program evaluations
- Consult effectively with school parents, teachers, staff, community members, peers, and colleagues to improve instruction for all PK-12 students
- Exemplify the main dimensions of personal growth and dispositions central to successful counseling, including self-awareness, self-care, and self-reflection
- Adhere to the specific ethical codes related to school counseling (e.g., ASCA ethical standards)
- Demonstrate advanced intervention techniques in school-based consultation, prevention, and intervention in order to address the diverse needs of the PK-12 student population

Program Admissions Requirements

- Graduate Application
- 2 Letters of Recommendation
- 1 sealed, Official Transcripts from all colleges/universities attended
 - Bachelor's degree conferral must be verified on transcript
- Technology Form
- CCTC Certificate of Clearance (COC)
- California Basic Education Skills Test (CBEST) official score report
- Statement of Intent addressing:
 - The characteristics the applicant possesses that he or she thinks will make him or her an effective counselor;
 - In what specific ways does the LMU Counseling Program help the applicant achieve his or her professional goals;
 - The applicant's commitment towards preparing himself or herself to be an effective counselor, including devoting the required time and financial planning to a culminating internship in the field, a time when it is difficult and ill-advised to work full-time, and becoming active in related professional organizations (e.g., CASC, ASCA);
 - The applicant's related work or volunteer experiences with individuals from diverse backgrounds (e.g., culture, race, ethnicity, gender, sexual orientation, social class, and/or children/adults with disabilities);
 - The applicant's perspective on multiculturalism and social justice, as outlined in the School of Education's REAL conceptual framework;
 - A bulleted list (to be included at the end of Statement of Intent) indicating a) positions held, b) length of time/duration, c) supervisor name/contact information, and d) volunteer or paid positions.
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL (100 minimum score) or IELTS (7 minimum score)

Degree Requirements

Required Coursework

- EDSP 6362 Counseling Theories and Techniques *3 semester hours*
- EDSP 6365 Research Methodology and Statistics *3 semester hours*
- EDSP 6368 Career Counseling and Educational Planning *3 semester hours*
- EDSP 6376 Crisis and Trauma Counseling *3 semester hours*
- EDSP 6377 Multicultural Counseling *3 semester hours*
- EDSP 6378 Group Counseling *3 semester hours*
- EDSP 6379 Social, Emotional, and Behavioral Functioning *3 semester hours*
- EDSP 6382 Ethical and Legal Issues *3 semester hours*
- EDSP 6386 Culturally Responsive Counseling with Individuals *3 semester hours*
- EDSP 6390 Lifespan Development *3 semester hours*
- EDSP 6391 Foundations of Counseling *3 semester hours*
- EDSP 6508 Student Diversity and Exceptionality *3 semester hours*
- EDSP 6393 Assessment, Appraisal, and Diagnosis *3 semester hours*
- EDSP 6394 Helping Skills *3 semester hours*
- EDSP 6970 Fieldwork in School Counseling I *3 semester hours*
- EDSP 6980 Fieldwork in School Counseling II *3 semester hours*
- EDSP 6995 Comprehensive Examination *0 semester hours* (fee based, \$300)

Total: 48 semester hours

Additional Requirements

- Candidate Disposition Forms
 - (1) BY END OF FIRST SEMESTER: **One Self-Assessment Disposition Form AND One Faculty-Assessment Disposition Form** must be completed and turned in to the Counseling Program Advisor and EDSP Associate Director no later than the **end of the candidate's first semester in the Program.**
 - (2) BY END OF EDSP 6386 Culturally Responsive Counseling with Individuals: **One Self-Assessment Disposition Form AND One Faculty-Assessment* Disposition Form** must be completed and turned in to the Counseling Program Advisor and EDSP Associate Director upon your completion of EDSP 6386 Culturally Responsive Counseling with Individuals. *This Faculty Assessment MUST be completed by the candidate's EDSP 6386 Instructor.
- Fieldwork I Application form
- Pre-Counseling Documentation Log
- Counseling Organization Membership
- Proof of Liability Insurance with Counseling Organization
- Fieldwork Planning Document
- Approval of Fieldwork Site
 - Candidates seeking the Pupil Personnel Services (PPS) Credential must complete their fieldwork at an approved school site.
- Completion of all courses prior to enrollment in Comprehensive Exam with the exception of:
 - EDSP 6508 Student Diversity and Exceptionality *3 semester hours*
 - EDSP 6980 Fieldwork in School Counseling II *3 semester hours*
 - EDSP 6970 Fieldwork in School Counseling I *3 semester hours*

Credential Requirements

- To apply for the Pupil Personnel Services (PPS) Credential, candidates must complete their fieldwork at an approved school site.
- All above-listed coursework and program requirements are needed to be eligible for credential recommendation.
- All coursework must be completed within 5 years.

Teaching and Learning

Faculty

Chairperson: Edmundo F. Litton

Professors: Marta Baltodano, Victoria Graf, Yvette Lapayese, Edmundo Edward F. Litton, Philip Molebash, Francisco Ramos, Marta E. Sanchez, Ani Shabazian

Associate Professors: Ernesto Colin, Ignacio Higareda

Assistant Professors: Jongyeon Ee

Clinical Associate Professors: Annette Pijuan Hernandez

Clinical Assistant Professors: Morgan Friedman, Maryann Krikorian

Affiliate Faculty: Antonio Felix, Shannon Tabaldo

Contact Information

Location: University Hall 2600

Phone: 310.568.6654

Fax: 310.338.1976

Program Coordinator/Assistants: Aracelli Moraity

Email: Aracelli.Moraity@lmu.edu

Introduction

The Department of Teaching and Learning offers a variety of credential and graduate programs that prepare excellent teachers with the knowledge and skills to educate culturally and linguistically diverse populations in PK-12 public or private schools. Accredited by the California Commission on Teacher Credentialing and the Council for the Accreditation of Educator Preparation, we provide professional preparation in research-based exemplary practices that include the requisite skills, knowledge, and dispositions required to ensure equity and excellence in education. As a result of our Masters and credential programs, graduates are highly regarded by their colleagues and leaders in the schools, districts, and communities in which they serve. Teacher preparation and professional development options in the Department promote and

respond to the Jesuit and Marymount traditions and put to work the core tenets of the School of Education's Conceptual Framework.

Certificate

Reading and Literacy Added Authorization
Contact Information

Program Director: [Edmundo F. Litton](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

The Reading and Literacy Added Authorization (RLAA) allows a candidate who currently holds a teaching credential to assess student reading and provide reading instruction in response to those assessments. Holders of the RLAA 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.

Program Outcomes

As a result of this program, candidates will:

- Apply current evidence-based and developmentally appropriate strategies in the following areas: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development
- Demonstrate mastery of basic principles of assessment by evaluating the needs of all students through the use of formative and summative assessment
- Implement appropriate literacy learning strategies using differentiated instruction
- Demonstrate support of excellence in teaching reading and provide appropriate intervention strategies

Program Admissions Requirements

- Graduate Application
- Statement of Intent
- 2 Letters of Recommendation
- Technology Requirement Form
- 2 sealed official transcripts from all colleges/universities attended
- Copy of valid California Preliminary Teaching Credential OR a Designated Subjects Teaching credential with a baccalaureate degree and passage of the state basic skills proficiency test
- Three years of head teaching experience by the end of the RLAA (Teaching experiences while on an Intern credential are not included in these years)

- Interview with Program Director/Assistant Director
- Verification of Experience Form
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.
- Bachelor's degree
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Required Coursework

- EDES 6004 Looking at the Classroom Culture through a Linguistic Lens *3 semester hours*
- EDES 6356 Diagnosis and Intervention in Reading--Practicum I *3 semester hours*
- EDES 6002 Assessing the Reading Performance of Struggling Readers *3 semester hours*
- EDES 6001 Theory and Applications in Developmental Reading Instruction *3 semester hours*
- EDES 6003 Detection and Diagnosis of Literacy Difficulties *3 semester hours*

Total: 15 semester hours

Additional Requirement

- RLAA Portfolio

Bilingual Authorization

Contact Information

Program Director: Marta E. Sanchez

Academic Advisor:

- Graduate: [Terri Taylor](#)
- Undergraduate: [Michael Cersosimo](#)

Introduction

The Bilingual Certificate Program offers candidates the opportunity to add a Bilingual Authorization in Spanish, Cantonese, or Mandarin to their existing California 2042 Multiple Subjects or Single Subject Preliminary credential. Candidates obtain the Bilingual Authorization upon completing the required three 3-semester-hour courses listed below. Candidates must also pass the CSET LOTE Test III.

Program Outcomes

As a result of this program, candidates will:

- Master the theoretical, pedagogical, political, and legal foundations of bilingual education

- Provide standards-based instruction in their language of concentration in an elementary or secondary bilingual classroom setting
- Assess student learning in their language of concentration
- Apply current second language acquisition and learning theory and research to projects related to bilingual education or biliteracy development in individuals and/or schools
- Address issues related to bilingual, biliterate, and bicultural identity development in the culture of concentration
- Learn about and engage in the community of their language concentration

Program Admissions Requirements

In order to add the Bilingual Authorization to an existing credential, candidates must:

- Demonstrate language proficiency in Spanish, Cantonese, or Mandarin prior to starting their Bilingual Authorization program.
- Candidates can meet this language requirement by one of the following routes:
 - Providing an official transcript showing completion of a Spanish/Cantonese/Mandarin major or minor
 - Passing an approved language examination,
 - Submitting a transcript showing extensive schooling in a Spanish/Chinese-speaking country, or
 - Showing proof of appropriate Peace Corps experience in a Spanish- or Chinese-speaking country.
- Interview with the Director of Bilingual Education program
- Complete appropriate forms as provided by program and advisor

Program Requirements

Graduate Required Coursework

Bilingual Authorization in Spanish

- EDES 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting *3 semester hours*

Bilingual Authorization in Mandarin or Cantonese

- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 6330 Methodology for Chinese Language Instruction in Bilingual Settings *3 semester hours*

Total: 9 semester hours

Undergraduate Required Coursework

Bilingual Authorization in Spanish

- EDES 416 Methodology for Primary Language Instruction in a Bilingual Setting *3 semester hours*
- EDES 418 Bilingualism and Biliteracy *3 semester hours*
- EDES 420 Chicano/Latino Cultures: An Interdisciplinary Perspective *3 semester hours*

Bilingual Authorization in Mandarin or Cantonese

- EDES 418 Bilingualism and Biliteracy *3 semester hours*
- EDES 430 Methodology for Chinese Language Instruction in Bilingual Settings *3 semester hours*
- EDES 431 American/Chinese/American-Chinese Cultures: An Interdisciplinary Perspective *3 semester hours*

Total: 9 semester hours

Teaching English to Speakers of Other Languages (TESOL) Certificate

Contact Information

Program Director: [Marta E. Sanchez](#)

Introduction/Overview

The Teaching English to Speakers of Other Languages (TESOL) Certificate program will provide candidates with the knowledge and skills necessary to meet the needs of non-English speakers. The program consists of 9 units of required coursework offered completely online (100%). With the consent of the Program Director, some of the coursework can be applied to an LMU SOE M.A. program. The program will target new TESOL teachers seeking to work with English Learners, provide seasoned teachers of English Learners with enhanced skills and expertise, and offer teachers from foreign countries opportunities to gain mastery in teaching English to English Learners in their home countries.

Program Outcomes

At the end of this program, candidates will:

- Use the components of language, and language as an interactive system, to create instructional plans that integrate instructional strategies for teaching the English language systems to English Language Learners.
- Design lessons and teach using a variety of concepts about culture, students' backgrounds, acculturation, assimilation, biculturalism, and the dynamics of prejudice, racism, and linguisticism.
- Plan and design standards-based English as a Second Language (ESL) and content instruction, which include appropriate language levels, integrating students' cultural backgrounds, and multilevel activities with flexible grouping and differentiated instruction to meet English Learner needs.

Program Admission Requirements

- Graduate Application
- TESOL Application

- Candidate Information Sheet
- 2 Letters of Recommendation
 - At least 1 letter must verify the applicant's experience and familiarity teaching English Learners.
 - Letters cannot be written by family members or friends.
- Technology Requirement Form
- Statement of Intent
- 2-3 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- Bachelor's degree from an accredited university
- 2 sealed, official transcripts from all colleges and/or universities attended
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- Transcript evaluations for applicants who completed an undergraduate/graduate degree outside of the U.S.A.

Degree Requirements

Required Coursework

- EDUR 6221 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Elementary, Secondary, and Adult Educators *3 semester hours*
- EDES 5003 Theories and Policies of Second Language Acquisition *3 semester hours*
- EDES 5325 Curriculum and Instructional Leadership in a Bilingual Setting *3 semester hours*

Total: 9 semester hours

Additional Requirements

All international candidates admitted to LMU's TESOL programs must complete the following by the end of their first semester in the program:

- Evidence of English language proficiency via TOEFL (minimum score of 80) or IELTS (minimum overall band score of 6.5) examination
- If student has not taken the TOEFL or IELTS examination, they will be required to take either exam with passing scores submitted in the first semester of the program. If a passing score is not submitted, the student will need to take a leave of absence before continuing in the program and re-enter the following year.

Inclusive Education Certificate

Contact Information

Program Director: [Victoria Graf](#)

Advisor: [Terri Taylor](#)

Introduction/Overview

The Inclusive Education Certificate program will provide educators, including teachers and administrators, with the knowledge and skills to effectively educate students with a wide range of abilities, including students with disabilities, in elementary and high schools.

Program Outcomes

As a result of this program, candidates will:

- Know the various aspects of the history of schooling related to the education of students with disabilities
- Design evidence-based strategies, e.g., assessment and pedagogy, to meet the varying abilities of all students utilizing the framework of Universal Design for Learning (UDL) and Assistive Technology (AT)
- Implement Positive Behavior Support and Intervention Strategies (PBIS)
- Establish collaborative partnerships with families and other educators
- Demonstrate the competence required for implementing inclusive education

Program Admission Requirements

- Graduate application
- Statement of Intent
- Virtual interview
- 2 letters of recommendation (one recommendation is required from the applicant's current employer)
- Professional resume
- 1 set of official transcripts verifying bachelor's degree from a regionally accredited college or university.
- A cumulative undergraduate GPA of 3.0 in undergraduate studies is required. Other qualifying GPA's include a GPA of 3.05 in the last 60 semester units (90 quarter units) of undergraduate studies, or a 3.0 GPA in at least 9 semester units of graduate coursework.. For applicants who completed an undergraduate/graduate degree outside of the USA:
 - Official transcript evaluation
 - TOEFL or IELTS minimum score (or appropriate high school or college background in the English language).

Program Requirements

Required Coursework

- EDES 6441 Universally Designed Curriculum and Instruction and Assistive Technology *1 semester hours*
- EDES 6442 Socio-emotional Learning and Positive Behavior Support *3 semester hours*
- EDES 6443 Assessment and Instruction for Students with Varying Abilities *3 semester hours*
- EDES 6444 Practicum in Catholic Inclusive Education *2 semester hours*

- EDLA 6430 Mission-Focused Spiritual Leadership in Catholic Education 3 *semester hours*
- EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling 3 *semester hours*

Total: 15 semester hours

Additional Requirement

- Maintain a minimum overall GPA of 3.0 (B or higher in all courses)

Credential

Undergraduate Teacher Preparation--Elementary Education

Contact Information

Center Senior Director: [Annette Pijuan Hernandez](#)

Center Co-Director: [Edmundo Edward F. Litton](#)

Academic Program Director: [Annette Pijuan Hernandez](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction/Overview

The Undergraduate Teacher Preparation pathway in Elementary Education is designed for undergraduate students who are seeking teaching positions in grades K-5 or any self-contained classrooms in grades 6-8. The pathway fulfills all the requirements for a California Preliminary Multiple Subjects Teaching Credential. All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

Program Outcomes

As a result of this program, candidates will:

- Teach for social justice while acting as proactive agents for all stakeholders
- Exhibit professional responsibility and leadership while engaging all stakeholders
- Cultivate an inclusive environment to support all PK-12 student learning
- Cultivate healthy learning environments
- Apply developmentally appropriate instruction to support all PK-12 student learning
- Differentiate authentic assessment methods in using student data to inform instruction and assist all stakeholders

Program Admission Requirements

Students accepted into the University are not automatically accepted into the School of Education upon matriculation. Students must apply to the School of Education to enroll in the necessary coursework to earn a preliminary teaching credential. The program admissions requirements are listed below.

- Complete one of the following two prerequisite course combinations and maintain a GPA of 3.0 or better:
 - EDES 501 Teaching and Learning in Diverse Communities
 - EDES 502 Creating and Leading Effective Classroom Environments
 - or*
 - EDES 503 Language Theory and Pedagogy: Second Language Acquisition
 - EDES 504 Assessment to Inform Instruction for Diverse Students
- Attend a Mandatory Application Information Session
 - Contact the School of Education Admissions Office to attend an information session. Applicants will receive an information packet that includes all application materials and instructions.
- Teacher Education Application form
- Candidate Information Sheet
- 3 Letters of Recommendation
 - 1 letter from an LMU Professor
 - 1 letter that speaks to the candidate's experience in working with children in the target age group
 - 1 additional letter that can be a recommendation from either of the two above. Cannot be from a family member or friend
- Statement of Intent
 - 1-2 pages, double spaced, addressing the following:
 - Why you want to go into teaching
 - Your personal values in reference to the School of Education's REAL conceptual framework
- 1 sealed official transcript from all colleges/universities attended (other than LMU)
- Unofficial LMU transcript (retrieved through PROWL)
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Status of steps taken to meet the Subject Matter Competency requirement for the credential.
- CTC Certificate of Clearance (COC) (unless already submitted prior to registering for prerequisites)
- Interview with Academic Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.

Program Requirements

Required Coursework

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*

- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 508 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom *3 semester hours*
- EDES 509 STEM Integrated Methodology and Elementary Curriculum *3 semester hours*
- EDES 510 Elementary Teaching Seminar *3 semester hours*
- EDES 519 Clinical Supervision 1 *1 semester hours*
- EDES 522 Elementary Clinical Supervision 2 *1 semester hours*
- EDES 523 Elementary Clinical Supervision 3 *1 semester hours*
- EDES 524 Elementary Clinical Supervision 4 *2 TO 5 semester hours*

Total: 32-35 semester hours

Additional Requirements

- All candidates must complete the CTC Certificate of Clearance and submit a TB test (within the last 12 months) before receiving permission to enroll in EDES 501 Teaching and Learning in Diverse Communities and EDES 502 Creating and Leading Effective Classroom Environments or EDES 503 Language Theory and Pedagogy: Second Language Acquisition and EDES 504 Assessment to Inform Instruction for Diverse Students.
- edTPA
- U.S. Constitution Requirement--Satisfied by one of the following:
 - Successful completion of approved LMU courses
 - Completing an equivalent course at another institution. The course must be reviewed and approved by the School of Education. Candidate must present a course syllabus and official transcript.
- Professional Advising
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation.
- Disposition Rubric
- Culminating Fieldwork Requirements
- Exit Interview
- Reading Instruction Competence Assessment (RICA)
- Application for Credential

Undergraduate Teacher Preparation--Secondary Education

Contact Information

Center Senior Director: [Annette Pijuan Hernandez](#)

Center Co-Director: [Edmundo Edward F. Litton](#)

Academic Program Director: [Annette Pijuan Hernandez](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction/Overview

The Undergraduate Teacher Preparation pathway in Secondary Education is designed for undergraduate students who are seeking teaching positions in grades 6-8 or 9-12 school settings that require teachers to teach in departments. The pathway fulfills all the requirements for a California Preliminary Single Subject Teaching Credential.

The following Single Subject Preliminary credentials are offered:

- Art*
- Biology*
- English*
- Chemistry
- Mathematics*
- Music
- Physical Education
- Physics
- Social Science*
- World Languages (including Spanish*)
- Foundational Mathematics
- Foundational Science

Note: The (*) denotes that an undergraduate approved subject matter program is available at LMU. Upon successful completion of the approved subject matter program, students are waived from completing the California Subject Examinations for Teachers (CSET). The CTC has reviewed, approved, and deemed the program curriculum as equivalent to that of the CSET exam.

Per Federal Regulation 34 CFR 668.43(a)(5)(v), all LMU School of Education credential/licensure programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC) and for the CA Board of Behavioral Sciences as appropriate. The institution (LMU) has not made a determination as to whether these credential, licensure, and professional preparation programs meet the requirements of states outside of California. If you are interested in practicing outside the state of California, it is recommended that you contact the respective licensing entity of that state to seek information or guidance regarding their licensure and credential requirements in advance to allow for appropriate planning.

Program Outcomes

As a result of this program, candidates will:

- Teach for social justice while acting as proactive agents for all stakeholders
- Exhibit professional responsibility and leadership while engaging all stakeholders
- Cultivate an inclusive environment to support all PK-12 student learning

- Cultivate healthy learning environments
- Apply developmentally appropriate instruction to support all PK-12 student learning
- Differentiate authentic assessment methods in using student data to inform instruction and assist all stakeholders

Program Admission Requirements

Students accepted into the University are not automatically accepted into the School of Education upon matriculation. Students must apply to the School of Education to enroll in the necessary coursework to earn a preliminary teaching credential. The program admission requirements are listed below.

- Complete one of the following two prerequisite course combinations and maintain a GPA of 3.0 or higher:
 - EDES 501 Teaching and Learning in Diverse Communities
 - EDES 502 Creating and Leading Effective Classroom Environments
 - or*
 - EDES 503 Language Theory and Pedagogy: Second Language Acquisition
 - EDES 504 Assessment to Inform Instruction for Diverse Students
- Attend a Mandatory Application Information Session
 - Contact the School of Education Admissions Office to attend an information session. Applicants will receive an information packet that includes all application materials and instructions.
- Teacher Education Application form
- Candidate Information Sheet
- 3 Letters of Recommendation
 - 1 letter from an LMU Professor
 - 1 letter that speaks to the candidate's experience in working with children in the target age group
 - 1 additional letter that can be a recommendation from either of the two above. Cannot be from a family member or friend.
- Statement of Intent
 - 1-2 pages, double spaced, addressing the following:
 - Why you want to go into teaching?
 - Your personal values in reference to the School of Education's REAL conceptual framework
- 1 sealed official transcript from all colleges/universities attended (other than LMU)
- Unofficial LMU transcript (retrieved through PROWL)
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Status of steps taken to meet the Subject Matter Competency requirement for the credential.
- Certificate of Clearance (COC) (unless already submitted prior to registering for prerequisites)
- Interview with Academic Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.

Program Requirements

Required Coursework

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 518 Secondary Teaching Seminar *3 semester hours*
- EDES 519 Clinical Supervision 1 *1 semester hours*
- EDES 532 Secondary Clinical Supervision 2 *1 semester hours*
- EDES 533 Secondary Clinical Supervision 3 *1 semester hours*
- EDES 534 Secondary Clinical Supervision 4 *2 TO 5 semester hours*

One of the following courses that aligns with the subject area emphasis of the credential:

- EDES 512 Secondary Content Methodology for Teaching Languages Other than English *3 semester hours*
- EDES 513 Secondary Content Methodology for Teaching Social Science *3 semester hours*
- EDES 514 Secondary Content Methodology for Teaching English *3 semester hours*
- EDES 515 Secondary Content Methodology for Teaching Science *3 semester hours*
- EDES 516 Secondary Content Methodology for Teaching Math *3 semester hours*

Total: 32-35 semester hours

Additional Requirements

- All students must complete the CTC Certificate of Clearance and submit a TB test (within the last 12 months) before receiving permission to enroll in EDES 501 Teaching and Learning in Diverse Communities and EDES 502 Creating and Leading Effective Classroom Environments or EDES 503 Language Theory and Pedagogy: Second Language Acquisition and EDES 504 Assessment to Inform Instruction for Diverse Students. These documents are required for participation in clinical practice.
- edTPA
- U.S. Constitution Requirement--Satisfied by one of the following:
 - Successful completion of approved LMU course
 - Completing an equivalent course at another institution. The course must be reviewed and approved by the School of Education. Candidate must present a course syllabus and official transcript.
- Professional Advising
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation
- Disposition Rubric
- Culminating Fieldwork Requirements
- Exit Interview
- Application for Credential

Undergraduate Teacher Preparation--Special Education

Contact Information

Co-Academic Program Directors: [Victoria Graf](#) and [Morgan Friedman](#)

Center Senior Director: [Annette Pijuan Hernandez](#)

Center Co Director: [Edmundo Edward F. Litton](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction/Overview

The Undergraduate Teacher Preparation pathway in Special Education is offered through the School of Education and is designed for undergraduate students who are seeking teaching positions in school settings as Education Specialists. The pathway fulfills all the requirements for a California Preliminary Education Specialist Mild/Moderate Teaching Credential.

Per Federal Regulation 34 CFR 668.43(a)(5)(v), all LMU School of Education credential/licensure programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC) and for the CA Board of Behavioral Sciences as appropriate. The institution (LMU) has not made a determination as to whether these credential, licensure, and professional preparation programs meet the requirements of states outside of California. If you are interested in practicing outside the state of California, it is recommended that you contact the respective licensing entity of that state to seek information or guidance regarding their licensure and credential requirements in advance to allow for appropriate planning.

Program Outcomes

As a result of this program, candidates will:

- Utilize evidence-based differentiated strategies and implement engaging and developmentally appropriate culturally and linguistically sensitive instruction
- Design lessons based on Universal Design for Learning (UDL) guidelines that are aligned to California content standards
- Exhibit professional responsibility and leadership while engaging all stakeholders
- Apply knowledge of non-biased, evidence-based principles of assessment and interpret data to make appropriate and equitable academic, behavioral, and instructional decisions

Program Admission Requirements

Students accepted into the University are not automatically accepted into the School of Education upon matriculation. Students must apply to the School of Education to enroll in the necessary coursework to earn a preliminary teaching credential. The program admission requirements are listed below.

- Attend a Mandatory Application Information Session

- Contact the School of Education Enrollment Management Assistant Director to attend an information session. Applicants will receive an information packet that includes all application materials and instructions.
- Teacher Education Application form
- Candidate Information Sheet
- 3 Letters of Recommendation
 - 1 letter from an LMU Professor
 - 1 letter that speaks to the candidate's experience in working with children in the target age group
 - 1 additional letter that can be a recommendation from either of the two above. Cannot be from a family member or friend.
- Statement of Intent
 - 1-2 pages, double spaced, addressing the following:
 - Why you want to go into teaching
 - Your personal values in reference to the School of Education's REAL conceptual framework
- 1 sealed official transcript from all colleges/universities attended (other than LMU)
- Verification of Experience form
- Unofficial LMU transcript (retrieved through PROWL)
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach (ages 5-13)
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Status of steps taken to meet the Subject Matter Competency requirement for the credential.
- CTC Certificate of Clearance (COC)
- U.S. Constitution Requirement--Satisfied by one of the following:
 - Successful completion of approved LMU course
 - Completing an equivalent course at another institution. The course must be reviewed and approved by the School of Education. Candidate must present a course syllabus and official transcript.
- Interview with Academic Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required.

Program Requirements

Required Coursework

- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
-
- One of the following courses in alignment with content area and setting:
- EDES 508 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom *3 semester hours*
- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
-
- One of the following courses in alignment with content area and setting:
- EDES 509 STEM Integrated Methodology and Elementary Curriculum *3 semester hours*

- EDES 512 Secondary Content Methodology for Teaching Languages Other than English 3 semester hours
- EDES 513 Secondary Content Methodology for Teaching Social Science 3 semester hours
- EDES 514 Secondary Content Methodology for Teaching English 3 semester hours
- EDES 515 Secondary Content Methodology for Teaching Science 3 semester hours
- EDES 516 Secondary Content Methodology for Teaching Math 3 semester hours
- EDES 517 Secondary Content Methodology for Teaching Art 3 semester hours
-
- EDSP 444 Observation and Participation in General and Special Education Programs 3 semester hours
- EDSP 453 Introduction to the Study of Disability and Special Education 3 semester hours
- EDSP 454 Major Issues and Foundations of Special Education 2 semester hours
- EDSP 455 Development of IEPs for Students with Exceptional Needs 1 semester hours
- EDSP 427 Creating Effective Classrooms in Diverse Settings 3 semester hours
- EDSP 436 Creating Collaborative Partnerships 3 semester hours
- EDSP 475 Teaching and Assessing Students with Mild/Moderate Disabilities 3 semester hours
- EDCE 456 Directed Teaching with Culturally and Linguistically Diverse Students with Mild/Moderate Disabilities 6 semester hours
- EDCE 459 Student Teaching Seminar 3 semester hours

Total: 47-50 semester hours

Additional Requirements

- All students must complete the Certificate of Clearance and submit a TB test (within the last 12 months) before receiving permission to enroll in EDES 503 Language Theory and Pedagogy: Second Language Acquisition. These documents are required for participation in clinical practice.
- Professional Advising
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation.
- Disposition Rubric
- Fieldwork Application
- Culminating Fieldwork Requirements
- Exit Interview
- Reading Instruction Competence Assessment (RICA)
- Application for Credential

Preliminary Multiple Subject Credential Intern Pathway Program

Contact Information

Program Director: [Edmundo Edward F. Litton](#)

LMU LA/CAST and PLACE Corps Program Director: [Antonio Felix](#)

Assistant Director (L.A. Partnerships): [Natasha D'Costa](#)

Assistant Director (Northern California Programs): [Stephanie Serventi](#)

Non-Cohort Academic Advisor: [Terri Taylor](#)

Introduction

The Preliminary Multiple Subject Credential Intern Pathway program is designed for full-time teachers of record currently in a credential-appropriate placement within grades K-5 or any self-contained classroom in grades 6-8 in either a public or private school. This program serves multiple in-service partnership programs include, but are not limited to, TFA, LMU LA/CAST, PLACE Corps, Green Dot, KIPP, PUC, Wonderful, and Rocketship. Candidates meeting additional state requirements may be eligible for an Early Completion Option (ECO) and should inquire with their Program Director about the requirements. All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

Program Outcomes

As a result of this program, candidates will:

- Employ pedagogical skills and strategies for subject matter-specific instruction
- Monitor student learning throughout instruction/instructional sequences at an acceptable level
- Design and employ assessments, and analyze data to improve instruction and student learning at an acceptable level
- Differentiate instruction in order to make content accessible for all learners at an acceptable level
- Enlist students as active participants in instruction and learning at an acceptable level
- Use strategies that are evidence-based and developmentally appropriate at an acceptable level
- Support English Learners and Speakers of Non-Standard English in their English language development and subject matter acquisition at an acceptable level
- Build individual and whole-class profiles to facilitate instructional planning and delivery at an acceptable level
- Plan comprehensive and relevant subject-matter instruction based on state standards and effectively utilize all instructional time at an acceptable level
- Create a positive climate for learning by establishing a physically, socially, and emotionally safe classroom environment for her/his students at an acceptable level
- Fulfill professional, legal, and ethical obligations to their students and school community at an acceptable level
- Demonstrate continuous professional growth by employing reflective practices and seeking opportunities to increase skill and knowledge at an acceptable level
- Support Students with Special Needs across the curriculum at an acceptable level

Program Admission Requirements*

- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation

- At least 1 letter must verify the applicant's experience and familiarity with the elementary school age group.
- Letters cannot be written by family members or friends.
- Technology Requirement Form
- Statement of Intent
 - 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- 1 official transcript from all colleges and/or universities attended
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation.
- Proof of Satisfying the U.S. Constitution Requirement
- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- Bachelor's degree from an accredited university
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

*Specific partnerships may have alternate requirements different from those listed above. Contact appropriate Program Director for details and information about ECO.

Credential Requirements

Pre-Service Requirement

Prior to being recommended for an Intern credential, candidates need to complete these required courses to meet the 120 hours of pre-service requirement:

- EDUR 5021 Teaching English Learners
- EDUR 5023 Introduction to Teaching and Learning

Candidates may use pre-approved training experiences and hours toward the EDUR 5023 pre-service requirement.

Required Coursework

- EDUR 5022 Transformative Pedagogy *1 semester hours*
- EDUR 5024 Critical Issues in Education *3 semester hours*
- EDUR 5025 Introduction to Elementary Methods and Literacy *3 semester hours*
- EDUR 5026 Development of Elementary Methods and Literacy *3 semester hours*
- EDUR 5027 Introduction to Assessment *1 semester hours*
- EDUR 5028 Advanced Assessment for Teachers *1 semester hours*
- EDUR 5051 Urban Education Field Experience *1 2 semester hours*

- EDUR 5052 Urban Education Field Experience 2 2 *semester hours*

Total: 16 semester hours

Additional Requirements

- Application for Credential
- CPR certification
- Professional Advising
- Disposition Rubric
- Fieldwork Application
- Culminating Fieldwork Requirement
- Exit Interview
- Verification of Experience
- Reading Instruction Competence Assessment (RICA)
- edTPA passing score
- Private or Catholic Teacher-Practitioner: 10-20 observation hours in a public school setting required to meet the credential requirements
- Completion of Individualized Development Plan (IDP)
- Other partnership-specific requirements

Preliminary Education Specialist Credential Intern Pathway Program

Contact Information

Co-Program Director: [Victoria Graf](#) and [Morgan Friedman](#)

Assistant Director (L.A. Partnerships): [Natasha D'Costa](#)

Assistant Director (Northern California Programs): [Stephanie Serventi](#)

Non-Cohort Academic Advisor: [Terri Taylor](#)

Introduction/Overview

The Preliminary Education Specialist Credential Intern Pathway program prepares candidates from a variety of academic backgrounds to work with students with Mild/Moderate Disabilities. Completion of the program results in a California preliminary Education Specialist Mild/Moderate credential and is designed for a full-time teacher of record currently in an appropriate credential placement within a public or private school. This program serves traditional public schools, charter schools, and non-public schools.

Program Outcomes

As a result of this program, candidates will:

- Demonstrate reflective praxis through a Social Justice lens while actively engaging with all stakeholders included but not limited to persons listed in CTC Program Standard 4 (e.g., children, parents, educators, etc.)
- Exhibit knowledge and practice of professional, legal, and ethical standards to show evidence of engagement and educational practices to support all stakeholders
- Cultivate inclusive educational environments for all PK-12 diverse learners through the development and use of positive behavioral, social, and environmental supports for learning
- Apply knowledge of non-biased evidence-based principles of assessment and interpret data to make appropriate and equitable academic, behavioral, and instructional decisions
- Design lessons based on Universal Design for Learning (UDL) guidelines that are aligned to California content standards
- Utilize evidence-based differentiated strategies and implement engaging and developmentally appropriate culturally and linguistically sensitive instruction

Program Admission Requirements

- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation
 - At least 1 letter must verify the applicant's experience and familiarity with the elementary school age group.
 - Letters cannot be written by family members or friends.
- Statement of Intent
 - 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- 1 official transcript from all colleges and/or universities attended
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation.
- Certificate of Clearance (COC)
- Proof of Satisfying the U.S. Constitution Requirement
- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

*Specific partnerships may have alternate requirements different from those listed above. Contact appropriate Program Director or SOE Admissions for details.

Credential Requirements

Pre-Service

Candidates who will be recommended for an Intern credential must complete pre-service coursework and requirements in order to be eligible for credential recommendation. These requirements are met by completing approved online coursework offered in collaboration with the Kern County Office of Education as well as certain professional development opportunities. These online courses meet the 120 hours of pre-service requirement.

Partnership candidates may be given pre-service hours through alternative professional development and training.

Required Coursework

- EDUR 6600 Evidence-Based Assessment Practices to Promote Student Learning *3 semester hours*
- EDUR 6603 Creating and Maintaining Effective Environments in Support of Student Learning *3 semester hours*
- EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling *3 semester hours*
- EDUR 6607 Developing as a Professional Educator *2 semester hours*
- EDUR 6613 Special Education Intern Seminar 1 *2 semester hours*
- EDUR 6614 Special Education Intern Fieldwork 1 *1 semester hours*
- EDUR 6615 Special Education Intern Seminar 2 *2 semester hours*
- EDUR 6616 Special Education Intern Fieldwork 2 *1 semester hours*
-
- One of the following in alignment with target grade level for credential:
- EDUR 6601 Language and Literacy in Culturally and Linguistically Diverse K-8 Environments *3 semester hours*
- EDUR 6602 Language and Literacy in Culturally and Linguistically Secondary Settings *3 semester hours*
-
- One of the following in alignment with target grade level for credential:
- EDUR 6604 Elementary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*
- EDUR 6605 Secondary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*

Total: 23 semester hours

Additional Requirements

- Application for Credential
- CPR certification
- Professional Advising
- Disposition Rubric
- Fieldwork Application
- Culminating Fieldwork Requirement
- Exit Interview
- Verification of Experience

- Reading Instruction Competence Assessment (RICA)
- Private or Catholic Teacher-Practitioner: 10-20 observation hours in a public school setting required to meet the credential requirements
- Completion of Individualized Development Plan (IDP)
- Other partnership-specific requirements

Preliminary Single Subject Credential Intern Pathway Program

Contact Information

Program Director: [Edmundo Edward F. Litton](#)

LMU LA/CAST and PLACE Corps Program Director: [Antonio Felix](#)

Assistant Director (L.A. Partnerships): [Natasha D'Costa](#)

Assistant Director (Northern California Programs): [Stephanie Serventi](#)

Non-Cohort Academic Advisor: [Terri Taylor](#)

Introduction/Overview

The Preliminary Single Subject Credential Intern Pathway program is designed for a full-time teacher of record currently in an appropriate credential placement within grades 9-12, or in 6-8 school settings. In-service teachers must select an option in one of the following areas:

- Art
- Biology
- Chemistry
- Earth Science
- English
- Mathematics
- Physics
- Social Science
- World Languages
- Foundational Mathematics
- Foundational Science

This program serves multiple in-service partnership programs include, but are not limited to, TFA, LMU LA/CAST, PLACE Corps, Green Dot, KIPP, PUC, Wonderful, and Rocketship. All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

Program Outcomes

As a result of this program, candidates will:

- Employ pedagogical skills and strategies for subject matter-specific instruction
- Monitor student learning throughout instruction/instructional sequences at an acceptable level
- Design and employ assessments, and analyze data to improve instruction and student learning at an acceptable level
- Differentiate instruction in order to make content accessible for all learners at an acceptable level
- Enlist students as active participants in instruction and learning at an acceptable level
- Use strategies that are evidence-based and developmentally appropriate at an acceptable level
- Support English Learners and Speakers of Non-Standard English in their English language development and subject matter acquisition at an acceptable level
- Build individual and whole-class profiles to facilitate instructional planning and delivery at an acceptable level
- Plan comprehensive and relevant subject-matter instruction based on state standards and effectively utilize all instructional time at an acceptable level
- Create a positive climate for learning by establishing a physically, socially, and emotionally safe classroom environment for her/his students at an acceptable level
- Fulfill professional, legal, and ethical obligations to their students and school community at an acceptable level
- Demonstrate continuous professional growth by employing reflective practices and seeking opportunities to increase skill and knowledge at an acceptable level
- Support Students with Special Needs across the curriculum at an acceptable level

Program Admission Requirements*

- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation
 - At least 1 letter must verify the applicant's experience and familiarity with the elementary school age group.
 - Letters cannot be written by family members or friends.
- Statement of Intent
 - 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- 1 official transcript from all colleges and/or universities attended
- Bachelor's degree from an accredited university
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Satisfy subject Matter Competency (i.e. CSET) per CTC guidelines with official score report or approved letter
- Certificate of Clearance (COC)
- Proof of Satisfying the U.S. Constitution Requirement

- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

*Specific partnerships may have alternate requirements different from those listed above. Contact appropriate Program Director for details and information about ECO.

Credential Requirements

Pre-Service Requirement

Prior to being recommended for an Intern credential, candidates need to complete these required courses to meet the 120 hours of pre-service requirement:

- EDUR 5021 Teaching English Learners
- EDUR 5023 Introduction to Teaching and Learning*

*Candidates may use pre-approved training experiences and hours toward the EDUR 5023 pre-service requirement.

Required Coursework

- EDUR 5022 Transformative Pedagogy *1 semester hours*
- EDUR 5024 Critical Issues in Education *3 semester hours*
- EDUR 5027 Introduction to Assessment *1 semester hours*
- EDUR 5028 Advanced Assessment for Teachers *1 semester hours*
- EDUR 5051 Urban Education Field Experience 1 *2 semester hours*
- EDUR 5052 Urban Education Field Experience 2 *2 semester hours*
-
- One of the following courses in alignment with the candidate's credential subject area:
- EDUR 5029 Introduction to Secondary Mathematics and Literacy *2 semester hours*
- EDUR 5031 Introduction to Approaches to Teaching Science and Literacy *2 semester hours*
- EDUR 5033 Introduction to Approaches to Teaching Social Science and Literacy *2 semester hours*
- EDUR 5035 Introduction to Teaching English Language Arts in a Departmentalized Setting *2 semester hours*
- EDUR 5037 Introduction to Teaching World Languages in a Departmentalized Setting *2 semester hours*
- EDUR 5039 Introduction to Teaching Physical Education in a Departmentalized Setting *2 semester hours*
- EDUR 5041 Introduction to Teaching Industrial and Technology Education in a Departmentalized Setting *2 semester hours*
- EDUR 5043 Introduction to Teaching Music in a Departmentalized Setting *2 semester hours*
- EDUR 5045 Introduction to Teaching Health Science in a Departmentalized Setting *2 semester hours*

- EDUR 5047 Introduction to Teaching Art in a Departmentalized Setting *2 semester hours*
-
- One of the following courses in alignment with the candidate's credential subject area:
- EDUR 5030 Advanced Secondary Mathematics and Literacy *2 semester hours*
- EDUR 5032 Contemporary Approaches to Teaching Science and Literacy *2 semester hours*
- EDUR 5034 Contemporary Approaches to Teaching Social Science and Literacy *2 semester hours*
- EDUR 5036 Contemporary Approaches to Teaching English Language Arts in a Departmentalized Setting *2 semester hours*
- EDUR 5038 Contemporary Approaches to Teaching World Languages in a Departmentalized Setting *2 semester hours*
- EDUR 5040 Contemporary Approaches to Teaching Physical Education in a Departmentalized Setting *2 semester hours*
- EDUR 5042 Contemporary Approaches to Teaching Industrial and Technology Education in a Departmentalized Setting *2 semester hours*
- EDUR 5044 Contemporary Approaches to Teaching Music in a Departmentalized Setting *2 semester hours*
- EDUR 5046 Contemporary Approaches to Teaching Health Science in a Departmentalized Setting *2 semester hours*
- EDUR 5048 Contemporary Approaches to Teaching Art in a Departmentalized Setting *2 semester hours*

Total: 14 semester hours

Additional Requirements

- Application for Credential
- CPR certification
- Professional Advising
- Disposition Rubric
- Fieldwork Application
- Culminating Fieldwork Requirement
- Exit Interview
- Verification of Experience
- edTPA passing score
- Private or Catholic Teacher-Practitioner: 10-20 observation hours in a public school setting required to meet the credential requirements
- Completion of Individualized Development Plan (IDP)
- Other partnership-specific requirements

Undergraduate Teacher Preparation - Bilingual Authorization

Contact Information

Academic Program Director: Marta E. Sanchez

Center Senior Director: Annette Pijuan Hernandez

Center Co-Director: Edmundo Edward F. Litton

Academic Advisor: Michael Cersosimo

Introduction

The Bilingual Authorization Program offers candidates the opportunity to add a Bilingual Authorization in Spanish, Cantonese, or Mandarin to their existing California Multiple Subjects or Single Subject Preliminary credential. Candidates obtain the Bilingual Authorization upon completing the required three 3-semester-hour courses listed below. Candidates must also pass the CSET LOTE Test III. The option to add the Bilingual Authorization is only viable for candidates admitted to, and enrolled in, either the LMU School of Education California Multiple Subjects or Single Subject Preliminary credential programs.

Program Outcomes

As a result of this program, candidates will:

- Master the theoretical, pedagogical, political, and legal foundations of bilingual education
- Provide standards-based instruction in their language of concentration in an elementary or secondary bilingual classroom setting
- Assess student learning in their language of concentration
- Apply current second language acquisition and learning theory and research to research projects related to bilingual education or biliteracy development in individuals and/or schools
- Address issues related to bilingual, biliterate, and bicultural identity development in the culture of concentration
- Learn about and engage in the community of their language concentration

Program Admissions Requirements

In order to add the Bilingual Authorization to an existing credential, candidates must:

- Demonstrate language proficiency in Spanish, Cantonese, or Mandarin prior to starting their Bilingual Authorization program.
- Candidates can meet this language requirement by one of the following routes:
 - Providing an official transcript showing completion of a Spanish/Cantonese/Mandarin major or minor
 - Passing an approved language examination,
 - Submitting a transcript showing extensive schooling in a Spanish/Chinese-speaking country, or
 - Showing proof of appropriate Peace Corps experience in a Spanish- or Chinese-speaking country.
- Interview with the Director of Bilingual Education program.
- Complete appropriate forms as provided by program and advisor.

Program Requirements

Bilingual Authorization in Spanish

- EDES 416 Methodology for Primary Language Instruction in a Bilingual Setting *3 semester hours*
- EDES 418 Bilingualism and Biliteracy *3 semester hours*
- EDES 420 Chicano/Latino Cultures: An Interdisciplinary Perspective *3 semester hours*

Bilingual Authorization in Mandarin or Cantonese

- EDES 418 Bilingualism and Biliteracy *3 semester hours*
- EDES 430 Methodology for Chinese Language Instruction in Bilingual Settings *3 semester hours*
- EDES 431 American/Chinese/American-Chinese Cultures: An Interdisciplinary Perspective *3 semester hours*

Total: 9 semester hours

Masters

ON HIATUS - Bilingual Education, M.A. with a Preliminary 2042 Multiple Subjects Credential and Bilingual Authorization

Contact Information

Program Director: [Marta Sanchez](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

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. All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

Program Outcomes

As a result of this program, candidates will:

- Master the theoretical and legal foundations of bilingual education
- Provide standards-based instruction in their language of concentration in an elementary or secondary bilingual classroom setting
- Assess student learning in their language of concentration
- Apply current second language acquisition theory and research to research projects related to bilingual education or biliteracy development in individuals and/or schools

Program Admission Requirements

- Minimum language competency in target language (Spanish or Mandarin)
- 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 all application materials and instructions.
- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation
 - At least 1 letter must verify the applicant's experience and familiarity with the elementary school age group.
 - Letters cannot be written by family members or friends.
- Technology Requirement Form
- Fingerprint Clearance Form
- Statement of Intent
 - 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- 2 sealed, official transcripts from all colleges and/or universities attended
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Proof of satisfying California's Basic Skills Requirement
 - Official CBEST passing scores or equivalent
- Subject Matter Competency Test (CSET) Plan of Action
- Certificate of Clearance (COC)
- Proof of Satisfying the U.S. Constitution Requirement
- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Required Coursework

- EDES 5101 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 5102 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 5103 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 5104 Assessment to Inform Instruction for Diverse Learners *3 semester hours*
- EDES 5105 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 5106 Using Technology in the Classroom *1 semester hours*
- EDES 5107 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 5108 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom *3 semester hours*

- EDES 5109 STEM Integrated Methodology and Elementary Curriculum *3 semester hours*
- EDES 5110 Elementary Teaching Seminar *3 semester hours*
- EDES 5119 Clinical Supervision 1 *1 semester hours*
- EDES 5122 Elementary Clinical Supervision 2 *1 semester hours*
- EDES 5123 Elementary Clinical Supervision 3 *1 semester hours*
- EDES 5124 Elementary Clinical Supervision 4 *2 semester hours*
- EDES 6995 Comprehensive Examination *0 semester hours* (fee required)

And the following three (3) courses in alignment with the target language of the applicant's bilingual authorization in either Spanish, Cantonese, or Mandarin:

Spanish

- EDES 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting *3 semester hours*

Mandarin or Cantonese

- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 6330 Methodology for Chinese Language Instruction in Bilingual Settings *3 semester hours*

Total: 41 semester hours

Additional Requirements

- edTPA
- Professional Advising
- CSET Score Report
- Disposition Rubric
- Fieldwork Application
- CSET LOTE III
- Culminating Fieldwork Requirements
- Exit Interview
- Reading Instruction Competence Assessment (RICA)
- Application for Credential
- Application for Master of Arts Degree

Bilingual Education, M.A. with a Preliminary Secondary Credential and Bilingual Authorization (On Hiatus)

Contact Information

Program Director: [Marta E. Sanchez](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

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 Multiple Subjects Preliminary Teaching Credential with a Bilingual Authorization in Spanish, Mandarin, or Cantonese. All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

Program Outcomes

As a result of this program, candidates will:

- Master the theoretical and legal foundations of bilingual education
- Provide standards-based instruction in their language of concentration in an elementary or secondary bilingual classroom setting
- Assess student learning in their language of concentration
- Apply current second language acquisition theory and research to research projects related to bilingual education or biliteracy development in individuals and/or schools

Program Admission Requirements

- Minimum language competency in target language (Spanish or Mandarin)
- 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 all application materials and instructions.
- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation
 - At least 1 letter must verify the applicant's experience and familiarity with the elementary school age group.
 - Letters cannot be written by family members or friends.
- Technology Requirement Form
- Fingerprint Clearance Form
- Statement of Intent
 - 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- 2 sealed, official transcripts from all colleges and/or universities attended
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation.
- Certificate of Clearance (COC)

- Proof of Satisfying the U.S. Constitution Requirement
- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Required Coursework

- EDES 5101 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 5102 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 5103 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 5104 Assessment to Inform Instruction for Diverse Learners *3 semester hours*
- EDES 5105 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 5106 Using Technology in the Classroom *1 semester hours*
- EDES 5107 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 5111 Content Literacy for Single Subject Teachers *3 semester hours*
- EDES 5118 Secondary Teaching Seminar *3 semester hours*
- EDES 5119 Clinical Supervision 1 *1 semester hours*
- EDES 5132 Secondary Clinical Supervision 2 *1 semester hours*
- EDES 5133 Secondary Clinical Supervision 3 *1 semester hours*
- EDES 5134 Secondary Clinical Supervision 4 *2 semester hours*
- EDES 6995 Comprehensive Examination *0 semester hours (fee required)*

One of the following courses that aligns with the subject area emphasis of the credential:

- EDES 5112 Secondary Content Methodology for Teaching Languages Other than English *3 semester hours*
- EDES 5113 Secondary Content Methodology for Teaching Social Science *3 semester hours*
- EDES 5114 Secondary Content Methodology for Teaching English *3 semester hours*
- EDES 5115 Secondary Content Methodology for Teaching Science *3 semester hours*
- EDES 5116 Secondary Content Methodology for Teaching Math *3 semester hours*
- EDES 5117 Secondary Content Methodology for Teaching Art *3 semester hours*

And the following three (3) courses in alignment with the target language of the applicant's bilingual authorization in either Spanish, Mandarin, or Cantonese:

Spanish

- EDES 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting *3 semester hours*

Mandarin or Cantonese

- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 6330 Methodology for Chinese Language Instruction in Bilingual Settings *3 semester hours*

Total: 41 semester hours

Additional Requirements

- edTPA
- Professional Advising
- CSET Score Report
- Disposition Rubric
- Fieldwork Application
- CSET LOTE III
- Culminating Fieldwork Requirements
- Exit Interview
- Reading Instruction Competence Assessment (RICA)
- Application for Credential
- Application for Master of Arts Degree

Educational Studies, M.A.

Contact Information

Program Director: [Annette Pijuan Hernandez](#)

Academic Advisor: [Terri Taylor](#)

Introduction

This interdisciplinary program provides experiences and opportunities for students to design an individualized, unique master's curriculum that reflects their personal and professional goals. The program prepares students to be scholarly, reflective and transformative leaders in their chosen profession. Students in this program do not earn nor require a teaching credential.

Program Outcomes

As a result of this program, candidates will:

- Develop an understanding of the interdisciplinary nature of education
- Develop and improve the critical thinking skills needed to apply the knowledge and skills learned through the program
- Acquire and develop the knowledge, skills, and perspectives to examine and act upon the ethical and social justice dimensions of schooling
- Demonstrate knowledge of how diverse issues impact educational theory and practice both qualitatively and quantitatively

Program Admission Requirements

- Graduate Application
- Statement of Intent
- 2 Letters of Recommendation
- 2 sealed official transcripts from all colleges/universities attended
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units is required
- Bachelor's degree
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Required Coursework

- EDUR 6100 Anthropological Analysis of Cultural Diversity *3 semester hours*
- EDES 6103 Curriculum and Instructional Leadership *3 semester hours*
- EDLA 6105 Assessment and Research Methodology *3 semester hours*
- EDSP 6390 Lifespan Development *3 semester hours*
- EDES 6900 Educational Studies Capstone Project *3 semester hours*
 - - 15 semester hours in elective coursework

Total: 30 semester hours

Additional Requirements

- 18 semester hours of the total program must be in coursework at the 6000-course level.
- All elective courses must be approved by the Program Director and in line with the candidate's goals.
- A maximum of two courses may be taken outside the School of Education with approval of the Program Director.

Special Education, M.A. with a Preliminary Education Specialist Credential--Traditional Program

Contact Information

Co-Program Directors: [Victoria Graf](#) and [Morgan Friedman](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

The Master of Arts in Special Education combined with the Education Specialist credential prepares candidates from a variety of academic backgrounds to work with students with Mild/Moderate Disabilities. Completion of the program results in a Master of Arts degree in Special Education and a preliminary Education Specialist Mild/Moderate credential. The benefits of this combined M.A. and credential in the area of Special Education include:

- Acquisition of the knowledge and skills needed to create access to learning for students with Mild/Moderate disabilities
- Focus on removing barriers to learning for students with disabilities through the lens of social justice
- Authentic connection and experience working with students with disabilities
- Completion of a combined credential/M.A. program in two years.

All LMU School of Education credential programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CTC). The institution has not made a determination as to whether the credential program meets the requirements of states outside of California.

Program Outcomes

As a result of this program, candidates will:

- Demonstrate reflective praxis through a Social Justice lens while actively engaging with all stakeholders, including but not limited to, persons listed in CTC Program Standard 4 (e.g., children, parents, educators, etc.)
- Exhibit knowledge and practice of professional, legal, and ethical standards to show evidence of engagement and educational practices to support all stakeholders
- Cultivate inclusive educational environments for all PK-12 diverse learners through the development and use of positive behavioral, social, and environmental supports for learning
- Apply knowledge of non-biased evidence-based principles of assessment and interpret data to make appropriate and equitable academic, behavioral, and instructional decisions
- Design lessons based on Universal Design for Learning (UDL) guidelines that are aligned to California content standards
- Utilize evidence-based differentiated strategies and implement engaging and developmentally appropriate culturally and linguistically sensitive instruction

Program Admissions Requirements

- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation
 - At least 1 letter must verify the applicant's experience and familiarity with the elementary school age group.
 - Letters cannot be written by family members or friends.
- Statement of Intent

- 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- 1 sealed, official transcripts from all colleges and/or universities attended
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines
- Satisfy subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation
- Certificate of Clearance (COC), including fingerprinting
- Proof of Satisfying the U.S. Constitution Requirement
- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Required Coursework

- EDUR 6600 Evidence-Based Assessment Practices to Promote Student Learning *3 semester hours*
- EDUR 6603 Creating and Maintaining Effective Environments in Support of Student Learning *3 semester hours*
- EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling *3 semester hours*
- EDUR 6607 Developing as a Professional Educator *2 semester hours*
- EDES 6608 Research Methods in Special Education *3 semester hours*
- EDES 6609 Advanced Inclusionary Practices for Students with High Incidence Disabilities *3 semester hours*
- EDES 6610 Special Topics in Special Education *3 semester hours*
- EDES 6611 Master's Professional Project *3 semester hours*
- EDES 8000 Health Education *1 semester hours*
- EDCE 5978 Directed Teaching with Students with Mild/Moderate Disabilities *6 semester hours*

One of the following in alignment with target grade level for credential:

- EDUR 6601 Language and Literacy in Culturally and Linguistically Diverse K-8 Environments *3 semester hours*
- EDUR 6602 Language and Literacy in Culturally and Linguistically Secondary Settings *3 semester hours*

And one of the following in alignment with target grade level for credential:

- EDUR 6604 Elementary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*
- EDUR 6605 Secondary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*

Total: 35 semester hours

Additional Requirements

- Prerequisite Coursework
- Student Teaching Requirements
- Health Education for Educators
- Professional Advising
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation
- Disposition Rubric
- M.A. Coursework
- Fieldwork Application
- Culminating Fieldwork Requirements
- Comprehensive Examination
- Exit Interview
- Reading Instruction Competence Assessment (RICA)
- Application for Credential
- Application for Master of Arts Degree

Elementary Education, M.A. with a Preliminary Multiple Subjects Credential

Contact Information

Program Director: [Annette Pijuan Hernandez](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

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. The combined program fulfills all the requirements for the Master of Arts in Elementary Education degree and a California Preliminary Multiple Subjects Teaching Credential.

Per Federal Regulation 34 CFR 668.43(a)(5)(v), all LMU School of Education credential/licensure programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC) and for the CA Board of Behavioral Sciences as appropriate. The institution (LMU) has not made a determination as to whether these credential, licensure, and professional preparation programs meet the requirements of states outside of California. If you are interested in practicing outside the state of California, it is recommended that you contact the respective licensing entity of that state to seek information or guidance regarding their licensure and credential requirements in advance to allow for appropriate planning.

Program Outcomes

As a result of this program, candidates will:

- Teach for social justice while acting as proactive agents for all stakeholders
- Exhibit professional responsibility and leadership while engaging all stakeholders
- Cultivate an inclusive environment to support all PK-12 student learning
- Cultivate healthy learning environments
- Apply developmentally appropriate instruction to support all PK-12 student learning
- Differentiate authentic assessment methods in using student data to inform instruction and assist all stakeholders

Program Admission Requirements

- Attendance at an Information Session (for Credential Candidates Only)
 - Please contact the School of Education Admissions Office to attend an information session. Applicants will receive an information packet that includes all application materials and instructions.
- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation
 - Letters should be written by people in a supervisory or instructional capacity. They cannot be written by family members, peers or friends.
- Statement of Intent
 - 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead)
- 2 sealed, official transcripts from all colleges and/or universities attended
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach
- Bachelor's degree from an accredited university
- Professional Resume
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Satisfy subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation.
- Certificate of Clearance (COC)
- Proof of Satisfying the U.S. Constitution Requirement (or plan of action)
- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Required Coursework

- EDES 5101 Teaching and Learning in Diverse Communities *3 semester hours*

- EDES 5102 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 5103 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 5104 Assessment to Inform Instruction for Diverse Learners *3 semester hours*
- EDES 5105 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 5106 Using Technology in the Classroom *1 semester hours*
- EDES 5107 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 5108 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom *3 semester hours*
- EDES 5109 STEM Integrated Methodology and Elementary Curriculum *3 semester hours*
- EDES 5110 Elementary Teaching Seminar *3 semester hours*
- EDES 5119 Clinical Supervision 1 *1 semester hours*
- EDES 5122 Elementary Clinical Supervision 2 *1 semester hours*
- EDES 5123 Elementary Clinical Supervision 3 *1 semester hours*
- EDES 5124 Elementary Clinical Supervision 4 *2 semester hours*
- EDLA 6105 Assessment and Research Methodology *3 semester hours*
- EDES 6995 Comprehensive Examination *0 semester hours* (fee required)

Total: 35 semester hours

Additional Program Requirements

- Professional Advising
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation
- Disposition Rubric
- Fieldwork Application
- Culminating Fieldwork Requirements
- edTPA
- Exit Interview
- Reading Instruction Competence Assessment (RICA)
- Application for Credential
- Application for Master of Arts Degree

Secondary Education, M.A. with a Preliminary Single Subject Credential

Contact Information

Program Director: [Annette Pijuan Hernandez](#)

Academic Advisor: [Terri Taylor](#)

Introduction/Overview

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 6-8, or in 9-12 school settings that require teachers to teach in departments. The combined program fulfills all the requirements for the Master of Arts in Secondary Education degree and a California Preliminary Single Subjects Teaching Credential. The following Single Subject Preliminary credentials are offered:

- Art
- Biology
- Chemistry
- Earth Science
- English
- Mathematics
- Music
- Physical Education
- Physics
- Social Science
- World Languages
- Foundational Mathematics
- Foundational Science

Per Federal Regulation 34 CFR 668.43(a)(5)(v), all LMU School of Education credential/licensure programs meet the California state requirements as specified by the California Commission on Teacher Credentialing (CCTC) and for the CA Board of Behavioral Sciences as appropriate. The institution (LMU) has not made a determination as to whether these credential, licensure, and professional preparation programs meet the requirements of states outside of California. If you are interested in practicing outside the state of California, it is recommended that you contact the respective licensing entity of that state to seek information or guidance regarding their licensure and credential requirements in advance to allow for appropriate planning.

Program Outcomes

As a result of this program, candidates will:

- Teach for social justice while acting as proactive agents for all stakeholders
- Exhibit professional responsibility and leadership while engaging all stakeholders
- Cultivate an inclusive environment to support all PK-12 student learning
- Cultivate healthy learning environments
- Apply developmentally appropriate instruction to support all PK-12 student learning
- Differentiate authentic assessment methods in using student data to inform instruction and assist all stakeholders

Program Admission Requirements

- Attendance at an Information Session (for Credential Candidates Only)
 - Please contact the School of Education Admissions Office to attend an information session. Applicants will receive an information packet that includes all application materials and instructions.
- Graduate Application
- Candidate Information Sheet
- 3 Letters of Recommendation
 - Letters should be written by people in a supervisory or instructional capacity. They cannot be written by family members, peers or friends.

- Statement of Intent
 - 3-5 page essay describing how applicant's experiences, qualities, and goals reflect the School of Education's conceptual framework: REAL (Respect, Educate, Advocate, Lead).
- 2 sealed, official transcripts from all colleges and/or universities attended
- Bachelor's degree from an accredited university
- Verification of 20 hours of experience working with culturally diverse youth in the age group applicant plans to teach.
- Professional Resume
- Satisfy California's Basic Skills Requirement with official documentation per CTC guidelines.
- Satisfy subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation.
- Certificate of Clearance (COC)
- Proof of Satisfying the U.S. Constitution Requirement
- Tuberculin Skin Test Results
- Interview with Program Director
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units, or a 3.0 in at least 9 graduate units
- For applicants who completed an undergraduate/graduate degree outside of the U.S.A.:
 - Transcript evaluations
 - TOEFL or IELTS minimum score

Program Requirements

Required Coursework

- EDES 5101 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 5102 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 5103 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 5104 Assessment to Inform Instruction for Diverse Learners *3 semester hours*
- EDES 5105 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 5106 Using Technology in the Classroom *1 semester hours*
- EDES 5107 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 5111 Content Literacy for Single Subject Teachers *3 semester hours*
- EDES 5118 Secondary Teaching Seminar *3 semester hours*
- EDES 5119 Clinical Supervision 1 *1 semester hours*
- EDES 5132 Secondary Clinical Supervision 2 *1 semester hours*
- EDES 5133 Secondary Clinical Supervision 3 *1 semester hours*
- EDES 5134 Secondary Clinical Supervision 4 *2 semester hours*
- EDLA 6105 Assessment and Research Methodology *3 semester hours*
- EDES 6995 Comprehensive Examination *0 semester hours*

One of the following courses that aligns with the subject area emphasis of the credential:

- EDES 5112 Secondary Content Methodology for Teaching Languages Other than English *3 semester hours*
- EDES 5113 Secondary Content Methodology for Teaching Social Science *3 semester hours*
- EDES 5114 Secondary Content Methodology for Teaching English *3 semester hours*
- EDES 5115 Secondary Content Methodology for Teaching Science *3 semester hours*
- EDES 5116 Secondary Content Methodology for Teaching Math *3 semester hours*

- EDES 5117 Secondary Content Methodology for Teaching Art 3 *semester hours*

Total: 35 semester hours

Additional Program Requirements

- edTPA
- Professional Advising
- Satisfy Subject Matter Competency (i.e. CSET) per CTC guidelines with official documentation
- CSET Score Report
- Disposition Rubric
- Culminating Fieldwork Requirements
- Exit Interview
- Application for Credential
- Application for Master of Arts Degree

Urban Education, M.A.

Contact Information

Program Director: [Maryann Krikorian](#)

LMU LA/CAST and PLACE Corps Program Director: [Antonio Felix](#)

Assistant Director (LA Partnerships): [Natasha D'Costa](#)

Assistant Director (Northern California Partnerships): [Stephanie Serventi](#)

Introduction/Overview

The Master of Arts in Urban Education (UBED) program is a fully online program available to candidates who have been admitted to, and are on track for, completion of the Multiple and Single Subject intern credential as well as Education Specialist teaching intern credential. Please note, the online modality includes both synchronous and asynchronous course sessions. Currently, the program is offered as a 1+1 Teaching Credential and Master of Arts degree, whereby candidates are required to complete credential coursework, concentration coursework, and the research capstone sequence.

The UBED program consists of candidates from existing partnerships which include but are not limited to: Teach For America (TFA), Los Angeles Catholic Archdiocesan School Teachers (LMU LA/CAST), Partners in Los Angeles Catholic Education Corps (PLACE), Wonderful, Rocketship, Green Dot, Knowledge is Power Program (KIPP), Partnerships to Uplift Communities (PUC), and Seneca. Some candidates in their teaching credential program may require additional pre-service coursework, required coursework, and requirements in order to be eligible for credential recommendation and progression into the UBED program. For specific requirements, please see Multiple Subjects, Single Subject, or Education Specialist teaching credential intern pathways requirements.

The UBED program develops critical educators with the knowledge and dispositions to advocate for educational equity; fosters skillful and ethical researchers who positively impact their respective context; encourages mutuality and collaboration with communities towards

transformative relationships; and nurtures an ethic of care, solidarity, and professional responsibility with a particular concentration in one of the following areas:

- Digital Learning
- Educational Policy and Administration
- Language and Culture
- Literacy

The program also enables candidates to develop a deeper understanding of theory, research, and practice in education via the Research Capstone Sequence. Upon completion of the program, candidates should be prepared for a doctoral program and to make a significant contribution to the field of education.

Student Learning Outcomes

As a result of this program, candidates will:

1. Analyze the historical, sociocultural, political, and global context of education;
2. Engage in discernment, inquiry, and research to promote equity and inclusion for diverse students and communities;
3. Apply theory and research to professional practice in areas of concentration such as digital learning, educational policy and administration, language and culture, and literacy;
4. Advocate for social justice through collaboration with communities of practice.

Program Admission Requirements*

This program is available only to candidates who have been admitted to, and are on track for, completion of the coursework for the Urban Education teaching credential intern pathway programs only.

- Application for M.A. from Credential
- 3.0 minimum GPA in the Credential Intern pathway program

*Specific partnerships may have alternate requirements different from those listed above.

Degree Coursework

The program is offered as a 1+1 Teaching Credential and Master of Arts degree, whereby candidates are required to complete credential coursework, concentration coursework, and the research capstone sequence. More specifically, candidates are required to complete one of the following: (a) a maximum of 15 units from any of the Preliminary Multiple Subjects Intern Credential; (b) a maximum of 15 units from any of the Preliminary Single Subjects Intern Credential; or (c) a maximum of 18 units from any of the Preliminary Education Specialist Intern Credential pathway.

Candidates must also take between 9-12 units from any of the concentration classes within one of the following concentration areas: (a) Digital learning, (b) Educational Policy and Administration, (c) Language and Culture, and (d) Literacy. Candidates 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.

In addition, candidates are required to complete 7 units from the research capstone sequence in order to fulfill the program requirements. Additional exceptions to the recommended sequence must be approved by the Program Director and Department Chair.

Preliminary Multiple Subjects & Single Subjects Credential

Candidates must take a maximum of 15 units from the Preliminary Multiple and Single Subjects Credential:

- EDUR 5021 Teaching English Learners *2 semester hours*
- EDUR 5022 Transformative Pedagogy *1 semester hours*
- EDUR 5023 Introduction to Teaching and Learning *3 semester hours*
- EDUR 5024 Critical Issues in Education *3 semester hours*
- EDUR 5025 Introduction to Elementary Methods and Literacy *3 semester hours*
- EDUR 5026 Development of Elementary Methods and Literacy *3 semester hours*
- EDUR 5027 Introduction to Assessment *1 semester hours*
- EDUR 5028 Advanced Assessment for Teachers *1 semester hours*
- EDUR 5029 Introduction to Secondary Mathematics and Literacy *2 semester hours*
- EDUR 5030 Advanced Secondary Mathematics and Literacy *2 semester hours*
- EDUR 5031 Introduction to Approaches to Teaching Science and Literacy *2 semester hours*
- EDUR 5032 Contemporary Approaches to Teaching Science and Literacy *2 semester hours*
- EDUR 5033 Introduction to Approaches to Teaching Social Science and Literacy *2 semester hours*
- EDUR 5034 Contemporary Approaches to Teaching Social Science and Literacy *2 semester hours*
- EDUR 5035 Introduction to Teaching English Language Arts in a Departmentalized Setting *2 semester hours*
- EDUR 5036 Contemporary Approaches to Teaching English Language Arts in a Departmentalized Setting *2 semester hours*
- EDUR 5037 Introduction to Teaching World Languages in a Departmentalized Setting *2 semester hours*
- EDUR 5038 Contemporary Approaches to Teaching World Languages in a Departmentalized Setting *2 semester hours*
- EDUR 5039 Introduction to Teaching Physical Education in a Departmentalized Setting *2 semester hours*
- EDUR 5040 Contemporary Approaches to Teaching Physical Education in a Departmentalized Setting *2 semester hours*
- EDUR 5041 Introduction to Teaching Industrial and Technology Education in a Departmentalized Setting *2 semester hours*
- EDUR 5042 Contemporary Approaches to Teaching Industrial and Technology Education in a Departmentalized Setting *2 semester hours*

- EDUR 5043 Introduction to Teaching Music in a Departmentalized Setting *2 semester hours*
- EDUR 5044 Contemporary Approaches to Teaching Music in a Departmentalized Setting *2 semester hours*
- EDUR 5045 Introduction to Teaching Health Science in a Departmentalized Setting *2 semester hours*
- EDUR 5046 Contemporary Approaches to Teaching Health Science in a Departmentalized Setting *2 semester hours*
- EDUR 5047 Introduction to Teaching Art in a Departmentalized Setting *2 semester hours*
- EDUR 5048 Contemporary Approaches to Teaching Art in a Departmentalized Setting *2 semester hours*
- EDUR 5051 Urban Education Field Experience 1 *2 semester hours*
- EDUR 5052 Urban Education Field Experience 2 *2 semester hours*

Preliminary Education Specialist Credential

Candidates must take a maximum of 18 units from the Preliminary Education Specialist Intern Credential:

- EDUR 6600 Evidence-Based Assessment Practices to Promote Student Learning *3 semester hours*
- EDUR 6601 Language and Literacy in Culturally and Linguistically Diverse K-8 Environments *3 semester hours*
- EDUR 6602 Language and Literacy in Culturally and Linguistically Secondary Settings *3 semester hours*
- EDUR 6603 Creating and Maintaining Effective Environments in Support of Student Learning *3 semester hours*
- EDUR 6604 Elementary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*
- EDUR 6605 Secondary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*
- EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling *3 semester hours*
- EDUR 6607 Developing as a Professional Educator *2 semester hours*
- EDUR 6613 Special Education Intern Seminar 1 *2 semester hours*
- EDUR 6614 Special Education Intern Fieldwork 1 *1 semester hours*
- EDUR 6615 Special Education Intern Seminar 2 *2 semester hours*
- EDUR 6616 Special Education Intern Fieldwork 2 *1 semester hours*
- EDES 8000 Health Education *1 semester hours*

Concentrations

For Preliminary Multiple Subjects and Single Subjects credential candidates, a minimum of 9 units from any concentration classes are required. For Preliminary Education Specialist credential candidates, a minimum of 6 units are required. Concentration courses are offered in one of the following areas:

Digital Learning

- EDUR 6324 Technology in Multilingual 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 6998 Special Studies *1 TO 3 semester hours*

Educational Policy and Administration

- EDLA 6427 Advocacy from a Legal Perspective *3 semester hours*
- EDLA 6428 Business of Education *3 semester hours*
- EDLA 6429 Specializing in Charter Schools *3 semester hours*
- EDLA 6840 Spirituality and Leadership in Catholic School Teaching *3 semester hours*
- EDUR 6998 Special Studies *1 TO 3 semester hours*

Language and Culture

- EDES 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDUR 6100 Anthropological Analysis of Cultural Diversity *3 semester hours*
- EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting *3 semester hours*
- EDES 6330 Methodology for Chinese Language Instruction in Bilingual Settings *3 semester hours*
- EDUR 6998 Special Studies *1 TO 3 semester hours*

Literacy

- EDES 6001 Theory and Applications in Developmental Reading Instruction *3 semester hours*
- EDES 6002 Assessing the Reading Performance of Struggling Readers *3 semester hours*
- EDES 6003 Detection and Diagnosis of Literacy Difficulties *3 semester hours*
- EDES 6004 Looking at the Classroom Culture through a Linguistic Lens *3 semester hours*
- EDES 6006 Literacy Curriculum and Design Implementation *3 semester hours*
- EDES 6356 Diagnosis and Intervention in Reading--Practicum I *3 semester hours*
- EDUR 6998 Special Studies *1 TO 3 semester hours*

Capstone Research Sequence

Candidates are required to complete the following 7 units from the capstone research sequence:

- EDUR 5018 Research in Urban Education *3 semester hours*
- EDUR 5020 Research Project in Urban Education *1 semester hours*
- EDUR 6102 The Context of Schooling *3 semester hours*

Total: 31 semester hours

- The MA Urban Education (including coursework completed in the credential program) must be completed within a 5 year period.

Educational Studies Integrated 4+1, M.A.

Contact Information

Academic Program Director: [Annette Pijuan Hernandez](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction

The Educational Studies Integrated 4+1 Program will provide undergraduate students in the teacher education pipeline, the opportunity to earn their Bachelor of Arts degree, preliminary teaching credential, and Master of Arts degree in Educational Studies within five years at LMU. The B.A. and preliminary teaching credential will be earned within the first four years of undergraduate study. The M.A. in Educational Studies will be earned in an additional post-baccalaureate year.

This interdisciplinary Program provides experiences and opportunities for students to design an individualized unique master's curriculum that reflects their personal and professional goals. The program prepares students to be scholarly, reflective and transformative leaders in the Education profession.

Program Outcomes

As a result of this program, candidates will:

- Develop an understanding of the interdisciplinary nature of education
- Develop and improve the critical thinking skills needed to apply the knowledge and skills learned through the program
- Acquire and develop the knowledge, skills, and perspectives to examine and act upon the ethical and social justice dimensions of schooling
- Demonstrate knowledge of how diverse issues impact educational theory and practice both qualitatively and quantitatively

Program Admission Requirements

- Attend a Mandatory Information Session
 - Please contact the SOE Admissions Office to attend an information session. Applicants will receive an informational packet that includes all application materials and instructions.
- Currently enrolled as an undergraduate student at LMU
- Graduate Division Application
- 2 Letters of Recommendation
 - Letters should be written by LMU professors/faculty.
- Statement of Intent
- A cumulative undergraduate GPA of 3.0, or a 3.05 in the last 60 undergraduate units
- Interview with Program Director

Program Requirements

Required Coursework

- EDUR 6100 Anthropological Analysis of Cultural Diversity *3 semester hours*
- EDES 6103 Curriculum and Instructional Leadership *3 semester hours*
- EDLA 6105 Assessment and Research Methodology *3 semester hours*
- EDSP 6390 Lifespan Development *3 semester hours*
- EDES 6998 Special Studies *3 semester hours*
- EDES 6900 Educational Studies Capstone Project *3 semester hours*

12 additional semester hours in their selected area of focus from:

Digital Learning

- EDUR 6324 Technology in Multilingual 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 6998 Special Seminar: Digital Learning *3 semester hours*

Language

- EDES 5324 Bilingualism and Biliteracy *3 semester hours*
- EDES 6004 Looking at the Classroom Culture through a Linguistic Lens *3 semester hours*

And choose Spanish or Mandarin remaining semester hours:

Spanish

- EDES 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting *3 semester hours*

Mandarin

- EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective *3 semester hours*
- EDES 6330 Methodology for Chinese Language Instruction in Bilingual Settings *3 semester hours*

Literacy

- EDES 6001 Theory and Applications in Developmental Reading Instruction *3 semester hours*
- EDES 6002 Assessing the Reading Performance of Struggling Readers *3 semester hours*
- EDES 6003 Detection and Diagnosis of Literacy Difficulties *3 semester hours*
- EDES 6356 Diagnosis and Intervention in Reading--Practicum I *3 semester hours*

Educational Policy and Administration

Select four courses (12 units) from the following list:

- EDLA 6427 Advocacy from a Legal Perspective *3 semester hours*
- EDLA 6428 Business of Education *3 semester hours*
- EDLA 6429 Specializing in Charter Schools *3 semester hours*
- EDUR 6102 The Context of Schooling *3 semester hours*
- EDUR 6324 Technology in Multilingual Settings *3 semester hours*
- EDUR 6327 Learning and Teaching with Technology *3 semester hours*

Special Education

Select four courses (12 units) from the following list:

- EDUR 6600 Evidence-Based Assessment Practices to Promote Student Learning *3 semester hours*
- EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling *3 semester hours*
- EDES 6608 Research Methods in Special Education *3 semester hours*
- EDES 6609 Advanced Inclusionary Practices for Students with High Incidence Disabilities *3 semester hours*
- EDES 6610 Special Topics in Special Education *3 semester hours*
- EDUR 6603 Creating and Maintaining Effective Environments in Support of Student Learning *3 semester hours*
- EDES 6611 Master's Professional Project *3 semester hours*

Total: 30 semester hours

Additional Requirements

- 2 sealed, official transcripts from LMU need to be sent to the Center for Undergraduate Teacher Preparation after the B.A. degree is awarded
- Professional Advising
- Exit Interview

Special Education, M.A. - Intern Program

Contact Information

Co-Program Directors: [Victoria Graf](#) and [Morgan Friedman](#)

Assistant Director (LA Partnerships): [Natasha D'Costa](#)

Assistant Director (Northern California Partnerships): [Stephanie Serventi](#)

Academic Advisor: Terri Taylor

Introduction/Overview

The Master of Arts in Special Education coursework combined with the Education Specialist credential coursework prepares candidates from a variety of academic backgrounds to work with students with Mild/Moderate Disabilities. Completion of the program results in a Master of Arts degree in Special Education. The benefits of this M.A. in the area of Special Education include:

- Acquisition of the knowledge and skills needed to create access to learning for students with Mild/Moderate Disabilities.
- Focus on removing barriers to learning for students with disabilities through the lens of social justice
- Authentic connection and experience working with students with disabilities

All students in the Special Education teaching credential that are successfully progressing in their teaching credential program requirements are eligible to apply for admission into the Master of Arts in Special Education degree program. Partnership programs may include but are not limited to: TFA, LMU LA/CAST, PLACE Corps, Green Dot, KIPP, PUC, Rocketship, Wonderful, and Seneca. Some candidates in their teaching credential program may require additional pre-service coursework, required coursework, and requirements in order to be eligible for credential recommendation and progression into the Special Education M.A. program. For specific requirements, please see Education Specialist teaching credential intern pathways requirements.

Program Outcomes

As a result of this program, candidates will:

- Demonstrate reflective praxis through a Social Justice lens while actively engaging with all stakeholders, including but not limited to, persons listed in CTC Program Standard 4 (e.g., children, parents, educators, etc.)
- Exhibit knowledge and practice of professional, legal, and ethical standards to show evidence of engagement and educational practices to support all stakeholders
- Cultivate inclusive educational environments for all PK-12 diverse learners through the development and use of positive behavioral, social, and environmental supports for learning
- Apply knowledge of non-biased evidence-based principles of assessment and interpret data to make appropriate and equitable academic, behavioral, and instructional decisions
- Design lessons based on Universal Design for Learning (UDL) guidelines that are aligned to California content standards
- Utilize evidence-based differentiated strategies and implement engaging and developmentally appropriate culturally and linguistically sensitive instruction

Program Admissions Requirements

This program is available only to candidates who have been admitted to, and are on track for, completion of the coursework for the Special Education teaching credential intern pathway programs only.

- Application for M.A. from Credential
- 3.0 minimum GPA in the Credential Intern pathway program

* Specific partnerships may have alternate requirements different from those listed above.

Degree Requirements

Required Coursework

- EDES 6608 Research Methods in Special Education *3 semester hours*
- EDES 6609 Advanced Inclusionary Practices for Students with High Incidence Disabilities *3 semester hours*
- EDES 6610 Special Topics in Special Education *3 semester hours*
- EDES 6611 Master's Professional Project *3 semester hours*
- EDUR 6600 Evidence-Based Assessment Practices to Promote Student Learning *3 semester hours*
- EDUR 6603 Creating and Maintaining Effective Environments in Support of Student Learning *3 semester hours*
- EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling *3 semester hours*
- EDUR 6607 Developing as a Professional Educator *2 semester hours*
- EDUR 6613 Special Education Intern Seminar 1 *2 semester hours*
- EDUR 6614 Special Education Intern Fieldwork 1 *1 semester hours*
- EDUR 6615 Special Education Intern Seminar 2 *2 semester hours*
- EDUR 6616 Special Education Intern Fieldwork 2 *1 semester hours*
-

- One of the following in alignment with target grade level for credential:
- EDUR 6601 Language and Literacy in Culturally and Linguistically Diverse K-8 Environments *3 semester hours*
- EDUR 6602 Language and Literacy in Culturally and Linguistically Secondary Settings *3 semester hours*
-

- One of the following in alignment with target grade level for credential:
- EDUR 6604 Elementary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*
- EDUR 6605 Secondary Instructional Design/Methods (Math, STEM, Social Studies) *3 semester hours*

Total: 35 semester hours

Additional Requirements

- Application for Master Degree
- Partnership-specific requirements for admission or progression
- Credential Requirements
- Professional Advising
- Exit Interview
- MA Capstone Project
- Research Symposium Participation

Minor

Special Education Minor

Contact Information

Co-Program Director: [Victoria Graf](#) and [Morgan Friedman](#)

Center Senior Director: [Annette Pijuan Hernandez](#)

Center Co-Director: [Edmundo Edward F. Litton](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction/Overview

The Special Education minor is offered through the School of Education for students interested in careers in special education outside the TK-12 classroom such as in educational policy, educational nonprofit organizations, educational film productions, and museum education. Students may declare a minor so that their Special Education coursework is acknowledged on their official transcript.

In order to maximize enrollment in Special Education courses within the undergraduate program, students are strongly encouraged to declare the Special Education minor early in their career. The Special Education minor is not applicable to Liberal Studies majors (Multiple Subjects credential students).

Completion of a Special Education minor does not equal completion of the requirements for a teaching credential. Students may complete the Special Education minor without completing all of the requirements for a teaching credential.

Program Outcomes

As a result of this program, candidates will:

- Utilize evidence-based differentiated strategies and implement engaging and developmentally appropriate culturally and linguistically sensitive instruction
- Design lessons based on Universal Design for Learning (UDL) guidelines that are aligned to California content standards
- Exhibit professional responsibility and leadership while engaging all stakeholders
- Apply knowledge of non-biased, evidence-based principles of assessment and interpret data to make appropriate and equitable academic, behavioral, and instructional decisions

Program Admission Requirements

- Maintain a GPA of 3.0 or higher
- Attend a Mandatory Application Information Session

- Please contact the School of Education Enrollment Management Assistant Director to attend an information session. Applicants will receive an information packet that includes all application materials and instructions.
- Minor in Education Application Form
- CTC Certificate of Clearance
- Tuberculin Skin Test Results (within the last 12 months)

Program Requirements

Required Coursework

- EDSP 427 Creating Effective Classrooms in Diverse Settings *3 semester hours*
- EDSP 436 Creating Collaborative Partnerships *3 semester hours*
- EDSP 444 Observation and Participation in General and Special Education Programs *3 semester hours*
- EDSP 453 Introduction to the Study of Disability and Special Education *3 semester hours*
- EDSP 454 Major Issues and Foundations of Special Education *2 semester hours*
- EDSP 455 Development of IEPs for Students with Exceptional Needs *1 semester hours*
- EDSP 498 Special Studies *3 semester hours*

Total: 18 semester hours

Education Minor

Contact Information

Center Senior Director: [Annette Pijuan Hernandez](#)

Center Co-Director: [Edmundo Edward F. Litton](#)

Program Director: [Annette Pijuan Hernandez](#)

Academic Advisor: [Michael Cersosimo](#)

Introduction/Overview

The Education minor is offered through the School of Education for students interested in careers in education outside the TK-12 classroom such as in educational policy, educational nonprofit organizations, educational film productions, and museum education. Students may declare a minor so that their Education coursework is acknowledged on their official transcript.

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 Subjects credential students).

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 of the requirements for a teaching credential.

All candidates must complete the Certificate of Clearance and submit a TB test (within the last 12 months) before receiving permission to enroll in EDES 501 Teaching and Learning in Diverse Communities and EDES 502 Creating and Leading Effective Classroom Environments or EDES

503 Language Theory and Pedagogy: Second Language Acquisition and EDES 504 Assessment to Inform Instruction for Diverse Students. These documents are required for participation in clinical practice.

Program Outcomes

As a result of this program, candidates will:

- Exhibit professional responsibility and leadership while engaging all stakeholders
- Cultivate an inclusive environment to support all PK-12 student learning
- Cultivate healthy learning environments
- Apply developmentally appropriate instruction to support all PK-12 student learning
- Differentiate authentic assessment methods in using student data to inform instruction and assist all stakeholders

Program Admission Requirements

- Complete the following two prerequisite courses:
 - EDES 501 Teaching and Learning in Diverse Communities *3 semester hours* and
 - EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours* OR
 - EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours* and
 - EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- Maintain a GPA of 3.0 or higher
- Attend a Mandatory Application Information Session
 - Please contact the School of Education Admissions Office to attend an information session. Applicants will receive an information packet that includes all application materials and instructions.
- Minor in Education Application Form
- CTC Certificate of Clearance (*unless already submitted prior to enrolling in prerequisites*)
- Tuberculin Skin Test Results (within the last 12 months) (*unless already submitted prior to enrolling in prerequisites*)

Program Requirements

Required Coursework

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*

Total: 15 semester hours

LMU School of Film and Television

Administration

Interim Dean: Bryant Alexander

Interim Associate Dean of Academic Affairs: Carla Marcantonio

Assistant Dean: Johana Hernandez

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)
- Writing for the Screen (WSCR)
- Writing and Producing for Television (WPTV)

Specific degree requirements are listed under each individual program.

Graduate 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 for the Fall semester each year.

Applicants must submit all materials to the Graduate Division by the date published on the Graduate Division website. These materials include: application, \$50 application fee, detailed personal statement, all transcripts, GRE scores (required only if undergraduate GPA is lower than 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. Film and Television Production applicants must submit creative samples (see the [SFTV website](#) for specific requirements). Applicants to Writing and Producing for Television or Writing for the Screen programs must submit writing samples (see the [SFTV website](#) for specific requirements).

A non-refundable \$500 deposit must be submitted with your commitment by the deadline specified on the admissions letter. The deposit is applied toward tuition. Notices are sent on a rolling basis.

June 15 is the deadline to register for Fall classes. Any applicant who does NOT register by this date will forfeit his or her spot, and it will be offered to another student.

Undergraduate Program

Degrees Offered

The School of Film and Television offers the following five degrees:

- Bachelor of Arts in Animation
- Bachelor of Arts in Film, Television, and Media Studies
- 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 (See the [SFTV website](#) for specific requirements). At this time, students will not be considered for internal change of program to the Film and Television Production major. Applications are due on the last day of February for admission to the following Fall semester and on the last 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.

Total Program

120 semester hours are required for graduation with the following distribution:

- a. a maximum of 36 upper division semester hours in any one department will be accepted toward the 120 semester hours requirement; and
- b. at least 45 semester hours are required from upper division offerings.

Students should consult the Dean's Office for specific policies applicable to the School of Film and Television.

Study Abroad

A semester of international study abroad is recommended. Programs specific to the School of Film and Television are described below. For details on these programs, consult the Study Abroad office.

Budapest Film Academy at ELTE, Budapest, Hungary

Screenwriting Majors and Minors have the opportunity to study Screenwriting, Production, and Film Studies in English with Hungarian and international students in Budapest, Hungary. Two required Screenwriting courses are taught by an LMU professor, with additional courses taught by European experts. Our host is the Budapest Film Academy located on the campus of Eötvös Loránd University (ELTE), the largest university in Hungary. Straddling the Danube River, Budapest is a bustling capital city, home to a thriving film community. Its Central European location shares borders with Austria, Ukraine, Slovakia, Romania, Serbia, Slovenia, and Croatia.

Documentary Production at fits, Bonn, Germany

Students in the Film and Television Production major and the International Documentary Production minor have the opportunity to participate in an intensive documentary 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 15-18 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 Bonn program includes additional requirements.

Summer Study Abroad at Bologna, Italy

The Il Cinema Ritrovato festival is the largest and most prestigious film restoration festival in the world. It partners with upwards of 25 institutions around the world dedicated to film restoration. Now into its fourth decade of existence, the festival takes place every summer in Bologna, Italy, and is curated by Cineteca di Bologna. It screens upwards of 400 films during the last week in June. Open to all LMU students, this program is designed as an intensive introduction to the History of World Cinema in preparation for exposing students to the festival. For this reason, the program takes place during the first two weeks before the festival, followed by a week after the festival. The program requires registration in FTVS 3700/FTVS 598 (which also fulfills the requirements of FTVS 2100/FTVS 514). Students also have the opportunity to enroll in an elective course from a different SFTV discipline (ANIM, SCRW, PROD, or RECA). This course changes each summer; please contact the Director of the program or the Study Abroad office for more information. Spring Hill College's Italy Center hosts the program in its facilities (dorms, cafeteria, and classrooms) for the entire four-week duration.

Animation

Faculty

Chairperson: Adriana Jaroszewicz

Professors: José Garcia-Moreno, Tom Klein

Associate Professors: Shane Acker, Rob Burchfield, Adriana Jaroszewicz

Bachelors

Animation, B.A.

Objectives

The Department of Animation is committed to the teaching of classical animation traditions that persist and extend into modern screen media. An emphasis on storytelling and collaboration provides a framework for students to experience the practice of studio production workflows, including preparations for a lifetime of ever-changing technology.

In four years at LMU, Animation begin with foundational courses in drawing, storyboarding and filmmaking that lead to the production of group animated films in sophomore year, as well as

introductions to 3D and interactive animation. The third year marks a shift to upper division elective courses. Then in the senior year, students complete an animated thesis.

The major is interdisciplinary in its reach across both creative and technical disciplines. Our university liberal arts curriculum and its Ignatian educational principles engage animators with the opportunity to be humanistic storytellers and to integrate meaningful themes within their animated work. Each thesis is a capstone of artistic craft that compels a visual story.

Animation Student Learning Outcomes

Students will:

- Be ethical and humanistic animation storytellers grounded in traditional skills and innovation.
- Produce, through the unification of technology and artistic expression, creative projects embedded with social and aesthetical relevance.
- Validate and integrate collaborative filmmaking as the foundation of animation workflow process, defined by discipline, self-analysis, and critical thinking.

Major Requirements

Lower Division major requirements	34 semester hours
Upper Division major requirements	24 semester hours
Overall Total	120 semester hours

Emphasis in the Major

Sophomore reviews by faculty provide a critique of students' overall performance in their first two years. It is also the occasion for each sophomore to petition faculty for approval of a chosen emphasis within the major, either Film Production or Game Design. The choice of an emphasis does not preclude any upper division electives, but it does inform an appropriate selection of courses. This path then culminates in Senior Thesis, wherein students complete an animated film (Animation/Film Production) or animation for interactive media (Animation/Game Design).

Suggested upper division courses within the Animation/Film Production emphasis include:

- ANIM 310 Intermediate Storyboard *3 semester hours*
- ANIM 330 Intermediate 3D Computer Animation *3 semester hours*
- ANIM 360 Character Design *3 semester hours*
- ANIM 370 Character Animation *3 semester hours*
- ANIM 380 Visual Effects Compositing *3 semester hours*
- ANIM 420 Experimental Animation *3 semester hours*
- ANIM 498 Special Studies *1 TO 3 semester hours*

Suggested upper division courses within the Animation/Game Design emphasis include:

- ANIM 352 Game Design *3 semester hours*

- ANIM 480 Immersive Media Studio *3 semester hours*
- ANIM 498 Special Studies *1 TO 3 semester hours*

Animation Model Four-Year Plan

- Normal course load is at least 15 semester hours or 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.

Freshman Year

Fall Semester

- ANIM 100 History of Animation *3 semester hours*
- ANIM 101 Discovering Animation *3 semester hours*
- ART 153 Drawing I *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 15-17 semester hours

Spring Semester

- ANIM 210 Visual Story Development *3 semester hours* (must earn B or higher)
- ART 154 Drawing II: Figure Drawing *3 semester hours*
-
- FTVS 1010 Art of Cinema *4 semester hours* or
- FTVS 1020 Art of Screen Media *4 semester hours*
-
- SCWR 120 Storytelling for the Screen *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*

Total: 16-17 semester hours

Sophomore Year

Fall Semester

- ANIM 220 Intermediate Animation Workshop *3 semester hours*
- ANIM 260 Digital Toolbox *3 semester hours*
- ART 310 Drawing Workshop *1 semester hours* or ART 300 Figure Drawing Workshop *1 semester hours*
 -

- University Core 3-4 semester hours
- University Core 3-4 semester hours

Total: 13-15 semester hours

Spring Semester

- ANIM 230 Introduction to 3D Computer Animation 3 semester hours
- ANIM 250 Introduction to Interactive Animation 3 semester hours
- ART 310 Drawing Workshop 1 semester hours
- or ART 300 Figure Drawing Workshop 1 semester hours
 - - University Core 3-4 semester hours
 - University Core 3-4 semester hours

Total: 13-15 semester hours

Junior Year

Fall Semester

- - ANIM Upper Division Elective 3 semester hours
- ART 310 Drawing Workshop 1 semester hours or ART 300 Figure Drawing Workshop 1 semester hour
 - - University Core 3-4 semester hours
 - University Core 3-4 semester hours
 - University Core 3-4 semester hours

Total: 13-16 semester hours

Spring Semester

- ANIM Upper Division Elective 3 semester hours
- University Core 3-4 semester hours
- University Core 3-4 semester hours
- Elective 3-4 semester hours
- Elective 3-4 semester hours

Total: 15-19 semester hours

Senior Year

Fall Semester

- ANIM 495 Thesis Project/Pre-Production 3 semester hours
 - - ANIM Upper Division Elective 3 semester hours
 - - University Core 3-4 semester hours

-
- Elective *3-4 semester hours*

Total: 12-14 semester hours

Spring Semester

- ANIM 490 Animation Practicum *3 semester hours*
- ANIM 496 Thesis Project/Production *3 semester hours*
 -
 - ANIM Upper Division Elective *3 semester hours*
 -
 - Elective *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-17 semester hours

Minor

Animation Minor

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 History of Animation *3 semester hours* or
- ANIM 230 Introduction to 3D Computer Animation *3 semester hours* or
- ANIM 250 Introduction to Interactive Animation *3 semester hours*
- ANIM 101 Discovering Animation *3 semester hours*
- *(Fall only)*
- ANIM 210 Visual Story Development *3 semester hours*
 -
 - Three elective courses (nine semester hours) chosen from 300 and 400 level Animation courses under the direction of the Chairperson.

[Interactive, Gaming, and Immersive Media](#)

The IGI minor formalizes a pedagogical collaboration between the Frank R. Seaver College of Science & Engineering and the School of Film & Television, combining existing courses that focus on interactive and immersive gaming and worldbuilding-together with programming, writing, design and analysis-into a comprehensive program of study. Students benefit by gaining technical and creative experience in a variety of different disciplines, making them attractive to both businesses and graduate schools that favor interdisciplinary experience in modern technologies and media. The minor can also supplement work done by students in various majors across the University interested in formal aspects of IGI in practice, as well as applications of

immersive technologies in fields such as medicine, training, entertainment, and therapy, among others.

Program Goals of the Minor in Interactive, Gaming, and Immersive Media

Upon completing the program, students with a minor in Interactive, Gaming, and Immersive Media will:

- Acquire skills to expand their career options in a variety of industries.
- Expand their options for graduate study.
- Collaborate effectively in teams with diverse skills and roles spanning multiple creative and technical disciplines.

Coursework

The minor in IGI requires students to take a total of 6 courses, among which: 2 are gateway courses, 2 are chosen from courses offered in School of Film and Television, and 2 are chosen from courses offered in Frank R. Seaver College of Science & Engineering. To satisfy these requirements, a student in the IGI minor must complete:

Two gateway courses:

- CMSI 1010 Computer Programming and Laboratory *4 semester hours*
- ANIM 250 Introduction to Interactive Animation *3 semester hours*

Two among these four course options:

- CMSI 2120 Data Structures and Applications *4 semester hours*
- CMSI 3700 Interaction Design *4 semester hours*
- CMSI 3751 Game Design *4 semester hours*
- CMSI 3752 Game Development *4 semester hours*

Two among these four course options:

- FTVS 3220 Analysis of Video Games *4 semester hours*
- SCWR 340 Video Game Writing *3 semester hours*
- ANIM 450 Advanced Interactive Animation *3 semester hours*
- ANIM 480 Immersive Media Studio *3 semester hours*
-

For more information and advising contact the Chair of Animation.

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.

Faculty

Chairperson: Susan Scheibler

Associate Professors: Miranda Banks, Richard P. Hadley, Jr., Anupama Kapse, Carla Marcantonio, Susan Scheibler

Assistant Professor: Mikki Kressbach

Bachelors

Film, Television, and Media Studies, B.A.

Program Goals

- Students will be able to critically examine the ways in which their own perceptions have been shaped and influenced by media texts such that they may become more thoughtful consumers as well as producers of such texts. Students understand 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, sexual identity, class, and nationality.
- Students will understand and appreciate the development of cinematic and televisual media within their historical and cultural contexts, including the difference between national and global/transnational approaches to the study of film/media. This includes the different approaches to the study of film and other screen media, particularly, but not limited to, how they are informed by auteur studies, genre studies, or the study of specific cycles and movements.
- Students will gain the necessary tools to analyze, write and communicate critically about media texts.

Learning Outcomes

- Students will be able to deconstruct and describe the basic elements of film and television language.
- Students will differentiate between a visual text's form and content.
- Students will be able to execute close-readings and interpretations of visual texts.
- Students will be able to engage critically on topics of representation (e.g., race, gender, class, etc.).
- Students will be able to identify the context to which a particular film/visual text belongs (e.g., what national or transnational tradition, or what key movement, etc.).
- Students will distinguish approaches to the study of media (e.g., auteur studies, genre studies, reception studies, national vs. transnational lens, etc.).
- Students will engage effectively with critical/theoretical readings by integrating them into their own argumentative essays and/or oral/visual presentations.

Major Requirements

FOUNDATIONS: Five required courses (19 semester hours):

These courses set up the foundations for the study/analysis of film and media. In general, these courses are mostly survey-style courses that establish a historical and aesthetic overview of the medium.

- FTVS 1010 Art of Cinema *4 semester hours*
- FTVS 1020 Art of Screen Media *4 semester hours*
- FTVS 2100 World Cinema 1 (1895-1955) *4 semester hours*
- FTVS 3320 Introduction to Film/Media Theory *4 semester hours*
 - - One course (3 semester hours), selected from: ANIM 120 Beginning Animation Workshop; PROD 101 Production Bootcamp: The Film Crew at Work; SCWR 120 Storytelling for the Screen

NATIONAL/REGIONAL FOCUS: Two courses required (8 semester hours)

These courses emphasize national or transnational modes of studying film, focus on a deeper understanding of critical/theoretical paradigms, and require students to integrate the skills learned in the previous levels.

- FTVS 2117 World Cinema 2 (1955-1990) *4 semester hours*
- FTVS 2120 TV Studies *4 semester hours*
- FTVS 2127 Global TV Studies *4 semester hours*
- FTVS 4410 American Cinema *4 semester hours*
- FTVS 4420 European Cinema *4 semester hours*
- FTVS 4437 Asian Cinema *4 semester hours*
- FTVS 4447 African/Middle Eastern Cinema *4 semester hours*
- FTVS 4457 Latin American Cinema *4 semester hours*
- FTVS 4467 South Asian Cinema *4 semester hours*

ELECTIVE COURSES: Four courses (16 semester hours)

These courses round-off student's knowledge of film and allow those who would like to do so to pursue specific areas of interest. These courses reinforce concepts learned in lower-division courses and further develop issues pertaining to narrative and visual structure, uses of technology, and issues of representation (gender, race, class. etc.).

- FTVS 2130 Documentary Film/Media *4 semester hours*
- FTVS 2137 Global Documentary Film/Media *4 semester hours*
- FTVS 3200 Motion Picture Colloquium *4 semester hours*
- FTVS 3210 Visual and Textual Analysis *4 semester hours*
- FTVS 3220 Analysis of Video Games *4 semester hours*
- FTVS 3230 Technology/Aesthetics *4 semester hours*
- FTVS 3300 Women in Film *4 semester hours*
- FTVS 3310 Film/Media and Social Justice *4 semester hours*

- FTVS 4500 Film Authors *4 semester hours*
- FTVS 4507 Global Film Authors *4 semester hours*
- FTVS 4510 TV Authors *4 semester hours*
- FTVS 4600 Film Genre *4 semester hours*
- FTVS 4607 Global Film Genre *4 semester hours*
- FTVS 4610 TV Genre *4 semester hours*
- FTVS 4617 Global TV Genre *4 semester hours*
- FTVS 4700 Special Topics Theory/History *4 semester hours*
- FTVS 4707 Global Topics Theory/History *4 semester hours*

NON-WESTERN/TRANSNATIONAL EMPHASIS: A total of three (these courses have to be chosen from the above categories, no extra units)

In recent years, the study of film has moved away from analyses that focus on a single national tradition. In order to prepare students that are well-rounded in their knowledge of the field we will require them to be conversant in non-Western media as well as in transnational modes of study. These courses may include Western film/media as long as the course offers a transnational analysis. For shorthand purposes, these courses are labeled "global" (also discernible by ending with the number 7, refer to courses above).

Model Four-Year Plan

- Normal course load is 16 semester hours of 4-5 courses per semester.
- Consult your advisor regarding proper course sequencing and course selection for the major.
- Suggested sequence, but students may take courses in a modified order with written permission of the Chair and Associate Dean.
- All students must complete six flags to graduate. Each student is responsible for ensuring she/he fulfills all graduation requirements.

Freshman Year

Fall Semester

- FTVS 1020 Art of Screen Media *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- FTVS 1010 Art of Cinema *4 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - SFTV Creative Core *3 semester hours*

selected from ANIM 120, PROD 101, SCWR 120

- - University Core 3-4 semester hours

Total: 14-15 semester hours

Sophomore Year

Fall Semester

- FTVS 2100 World Cinema 1 (1895-1955) 4 semester hours
 - - University Core 3-4 semester hours
 - - University Core 3-4 semester hours
 - - Elective 3-4 semester hours

Total: 12-16 semester hours

Spring Semester

- FTVS 3320 Introduction to Film/Media Theory 4 semester hours
 - - FTVS National or Regional Topic selected from FTVS 2120, FTVS 2127, FTVS 4410, FTVS 4420, FTVS 4447, FTVS 4457, or FTVS 4467 4 semester hours
 - - University Core 3-4 semester hours
 - - University Core 3-4 semester hours

Total: 14-16 semester hours

Junior Year

Fall Semester

- FTVS Elective selected from FTVS 2130, FTVS 2137, FTVS 3200, FTVS 3210, FTVS 3220, FTVS 3230, FTVS 3300, FTVS 3310, FTVS 4500, FTVS 4507, FTVS 4510, FTVS 4517, FTVS 4600, FTVS 4607, FTVS 4610, FTVS 4617, FTVS 4700, FTVS 4707 (two of four electives must have a National/Regional Focus and be selected from courses ending in 7) 4 semester hours
- FTVS National or Regional Topic selected from FTVS 2120, FTVS 2127, FTVS 4410, FTVS 4420, FTVS 4447, FTVS 4457, or FTVS 4467 4 semester hours
- Elective 3-4 semester hours
- Elective 3-4 semester hours

Total: 14-16 semester hours

Spring Semester

- FTVS Elective selected from FTVS 2130, FTVS 2137, FTVS 3200, FTVS 3210, FTVS 3220, FTVS 3230, FTVS 3300, FTVS 3310, FTVS 4500, FTVS 4507, FTVS 4510, FTVS 4517, FTVS 4600, FTVS 4607, FTVS 4610, FTVS 4617, FTVS 4700, FTVS 4707 (two of four electives must have a National/Regional Focus and be selected from courses ending in 7) *4 semester hours*
- University Core *3-4 semester hours*
- Elective *3-4 semester hours*
- Elective *3-4 semester hours*

Total: 15-18 semester hours

Senior Year

Fall Semester

- FTVS Elective selected from FTVS 2130, FTVS 2137, FTVS 3200, FTVS 3210, FTVS 3220, FTVS 3230, FTVS 3300, FTVS 3310, FTVS 4500, FTVS 4507, FTVS 4510, FTVS 4517, FTVS 4600, FTVS 4607, FTVS 4610, FTVS 4617, FTVS 4700, FTVS 4707 (two of four electives must have a National/Regional Focus and be selected from courses ending in 7) *4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- FTVS Elective selected from FTVS 2130, FTVS 2137, FTVS 3200, FTVS 3210, FTVS 3220, FTVS 3230, FTVS 3300, FTVS 3310, FTVS 4500, FTVS 4507, FTVS 4510, FTVS 4517, FTVS 4600, FTVS 4607, FTVS 4610, FTVS 4617, FTVS 4700, FTVS 4707 (two of four electives must have a National/Regional Focus and be selected from courses ending in 7) *4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*
- Upper Division Elective *3-4 semester hours*

Total: 13-16 semester hours

Minor

Film, Television, and Media Studies Minor

Minor Requirements

The School of Film and Television offers a minor in Film, Television, and Media Studies to all LMU students.

If you are an SFTV major wishing to add this minor, please contact the Film, Television, and Media Studies Department Chair to review your options.

The minor is 20 semester hours consisting of:

- FTVS 1010 Art of Cinema *4 semester hours*
- or
- FTVS 1020 Art of Screen Media *4 semester hours*
-
- FTVS 2100 World Cinema 1 (1895-1955) *4 semester hours*
- or
- FTVS 2117 World Cinema 2 (1955-1990) *4 semester hours*
-
- - One Genre/Authors course, chosen from FTVS 2130, FTVS 2137, FTVS 4500, FTVS 4507, FTVS 4510, FTVS 4600, FTVS 4607, FTVS 4610, FTVS 4617
 -
 - One National Film/International Television course, chosen from FTVS 2127, FTVS 4420, FTVS 4437, FTVS 4447, FTVS 4457, FTVS 4467
 -
 - One elective course (four semester hours) chosen from any upper division FTVS course.

Film and Television Studies

Film and Television Studies courses (FTVS) are offered by the School of Film and Television.

Film and Television Production

Faculty

Chairperson: TBD

Professors: Glenn Gebhard, Mikael R. Kreuzriegler, Rev. Luís Proença, Charles Swanson, Donald Zirpola

Associate Professors: Sharon Mooney, Margaret Murphy, Vanessa Newell, Gregory Ruzzin

Assistant Professors: Leena Pendharkar, Karen Smalley, Kennedy Wheatley

Bachelors

Film History and Context

By studying a diverse canon of great films and filmmakers, students will gain a broad understanding of the history and socio-historical contexts of American and global film, television, and emerging media to inspire them to create transformative works of their own.

Storytelling

Students will master the methods of visual storytelling--through screenwriting, camera placement and movement, lighting, blocking and performance, post-production picture and sound--to create content with unique cinematic expression and engaging dramatic structure.

Technical Proficiency

Students will demonstrate mastery of the components and processes in at least one of the following areas of specialization: Creative Producing, Fiction Directing, Non-Fiction Directing, Cinematography, or Post-Production.

Voice and Creativity

By analyzing past historical works and applying technical and storytelling skills, students will be able to produce works with a strong personal voice that show vision and imagination.

Collaboration

Students will work constructively to problem solve and collaborate in diverse teams to create impactful media.

Major Requirements

Lower Division Requirements

Foundational Courses

- FTVS 1010 Art of Cinema *4 semester hours*
- PROD 101 Production Bootcamp: The Film Crew at Work *3 semester hours*
- SCWR 120 Storytelling for the Screen *3 semester hours*

Introductory Courses

- PROD 200 Introduction to Film Production: Making the Short Film *3 semester hours*
- PROD 250 Writing, Producing, and Directing Episodic Television *3 semester hours*
- **or** any PROD 300- or 400-level course *3 semester hours* (consult this Bulletin for sequence and prerequisite details)

- RECA 250 Sound Design *3 semester hours*

Upper Division Requirements

Technical Skills

- PROD 341 Cinematography I *3 semester hours*
- PROD 379 Directing I: From Script to Stage *3 semester hours*

Preparing the Intermediate Project

- PROD 326 Intermediate Pre-Production: Producing the Documentary Short *3 semester hours* or
- SCWR 327 Developing and Writing the Short Film *3 semester hours*

Intermediate Project

- PROD 390 Intermediate Production: Producing and Directing the Fiction Short *3 semester hours* or
- PROD 392 Intermediate Production: Producing and Directing the Documentary Short *3 semester hours*
- PROD 366 Post-Production I *3 semester hours* (may be taken concurrently with PROD 390 or PROD 392)
- RECA 367 Sound for Filmmakers *3 semester hours* (must be taken concurrently with PROD 390 or PROD 392)

Advanced Elective - Select one 3 unit course from the following:

- PROD 380 Music Video Production *3 semester hours*
- PROD 431 Web Series Development *3 semester hours*
- PROD 433 Developing, Selling, and Monetizing Digital Content *3 semester hours*
- PROD 435 Film and Television Development *3 semester hours*
- PROD 439 Producing Master Class *3 semester hours*
- PROD 440 Cinematography III: Practicum for Cinematographers *3 semester hours*
- PROD 464 Visual Effects *3 semester hours*
- PROD 466 Advanced Editing: Practicum for Editors *3 semester hours*
- PROD 467 Post-Production Sound *3 semester hours*
- PROD 480 Advanced Production Seminar 1 TO *3 semester hours*
- PROD 484 Visual Design *3 semester hours*
- PROD 487 Actor Workshop *3 semester hours*
- PROD 488 Directing the Camera *3 semester hours*
- PROD 489 Advanced Directing Seminar *3 semester hours*

Senior Project - select one 3 unit course from the following:

- PROD 490 Advanced Production: Producing and Directing the Fiction Short *3 semester hours*

- PROD 492 Advanced Production: Producing and Directing the Documentary Short *3 semester hours*
- PROD 460 Capstone Experience: Advanced Practicum *3 semester hours*

Film and Television Production Model Four-Year Plan

- Normal course load is 15 semester hours or 4-5 courses per semester.
- Consult your advisor regarding proper course sequencing and course selection for the major.
- Suggested sequence, but students often take courses in a modified order.
- All students must complete six flags to graduate. Each student is responsible for ensuring she/he fulfills all graduation requirements.

Freshman Year

Fall Semester

- FTVS 1010 Art of Cinema *4 semester hours*
- FTVS 1020 Art of Screen Media *4 semester hours* (Recommended)
- PROD 101 Production Bootcamp: The Film Crew at Work *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 - - Elective *3-4 semester hours*

Total: 17-19 semester hours

Spring Semester

- SCWR 120 Storytelling for the Screen *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-19 semester hours

Sophomore Year

Fall Semester

- PROD 200 Introduction to Film Production: Making the Short Film *3 semester hours*
- RECA 250 Sound Design *3 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 12-14 semester hours

Spring Semester

- PROD 250 Writing, Producing, and Directing Episodic Television *3 semester hours* **or** any 300- or 400-level Production course *3 semester hours* (may be taken any semester)
- PROD 341 Cinematography I *3 semester hours*
- PROD 379 Directing I: From Script to Stage *3 semester hours*
- FTVS 2100 World Cinema 1 (1895-1955) *4 semester hours* **or** FTVS 2117 World Cinema 2 (1955-1990)
 - - University Core *3-4 semester hours*

Total: 16-17 semester hours

Junior Year

Fall Semester

- PROD 326 Intermediate Pre-Production: Producing the Documentary Short *3 semester hours* **or** SCWR 327 Developing and Writing the Short Film
 - - FTVS Upper Division Elective *3-4 semester hours*
 - University Core *3-4 semester hours*
 - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 15-19 semester hours

Spring Semester

- PROD 390 Intermediate Production: Producing and Directing the Fiction Short *3 semester hours* **or** PROD 392 Intermediate Production: Producing and Directing the Documentary Short *3*
- PROD 366 Post-Production I *3 semester hours* (may be taken concurrently or before PROD 390 or PROD 392)
- RECA 367 Sound for Filmmakers *3 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-18 semester hours

Senior Year

Fall or Spring Semesters

- PROD 490 Advanced Production: Producing and Directing the Fiction Short *3 semester hours* **or** PROD 492 Advanced Production: Producing and Directing the Documentary Short *3* **or** PROD 460 Capstone Experience: Advanced Practicum *3*

- PROD 466 Advanced Editing: Practicum for Editors 3 *semester hours* or PROD 440 Cinematography III: Practicum for Cinematographers 3 or PROD 464 Visual Effects 3 or PROD 489 Advanced Directing Seminar 3 or PROD 480 Advanced Production Seminar 1 TO 3
 - - University Core 3-4 *semester hours*
 - Elective 3-4 *semester hours*
 - Elective 3-4 *semester hours*

Total: 15-18 semester hours

Masters

Film and Television Production, M.F.A.

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. Beginning with their work on a series of short and intermediate films, students forge the fundamental skills of visual storytelling. Each student's experience culminates with a final project in which advanced students create their own thesis films.

Film and Television Production Student Learning Outcomes

Film History and Context

By studying a diverse canon of great films and filmmakers, students will gain a broad understanding of the history and socio-historical contexts of American and global film, television, and emerging media to inspire them to create transformative works of their own.

Storytelling

Students will master the methods of visual storytelling--through screenwriting, camera placement and movement, lighting, blocking and performance, post-production picture and sound--to create content with unique cinematic expression and engaging dramatic structure.

Technical Proficiency

Students will demonstrate mastery of the components and processes in at least one of the following areas of specialization: Creative Producing, Fiction Directing, Non-Fiction Directing, Cinematography, or Post-Production.

Voice and Creativity

By analyzing past historical works and applying technical and storytelling skills, students will be able to produce works with a strong personal voice that show vision and imagination.

Collaboration

Students will work constructively to problem solve and collaborate in diverse teams to create impactful media.

M.F.A. in Film and Television Production Requirements

First Semester Requirements	<i>12 semester hours</i>
Program Requirements	<i>39 semester hours</i>
Thesis Requirements	<i>9 semester hours</i>
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. Consult assigned academic advisor.
- First semester courses (PROD 500, PROD 541, PROD 566, and SCWR 501) must be completed with a grade of B- or higher. Failure to do so may lead to disqualification from the program, based on review of an exceptions committee. Students who receive a grade lower than a B- in any class may not continue with the standard sequence until they repeat the course when it is next offered. A course may be repeated only once. If a passing grade of B- is received, the student may continue with the standard course sequence in the program.

- Thesis requirements are specific to the student's selected Specialization, detailed below. Consult the Graduate Director regarding requirements for Advancement to Candidacy and Thesis Submittal.
- Probation/Dismissal: See Academic Standing in Academic Degree Requirements and Policies.
- SAFETY: Since the School of Film and Television is fully committed to safety and sensible risk management, every student will be required to adhere to all safety and risk management policies. The School considers violation of the Safety and Risk Management policies infractions of the LMU Student Honor Code. In accordance with the Honor Code guidelines and process, disciplinary measures may range from warnings, to failure in the course to expulsion from the University. Additionally, any footage acquired during the commission of a violation of these policies will be disallowed from the project. Students in violation of SFTV policies also risk suspension of privileges. Privileges include access to SFTV Production and Post Production resources and equipment and participating at the end of the semester screenings. When a violation occurs, the instructor, the appropriate department chair, HOPA, and the graduate director will meet to determine whether and to what extent the student shall incur temporary loss of privileges, or they may jointly make a recommendation to the dean for permanent loss of privileges.

Three-Year Plan

First Year

Fall Semester

- PROD 500 Directing the Short Film I: Vision and Exploration *3 semester hours* (must earn B- or higher)
- PROD 541 Introduction to Cinematography *3 semester hours* (must earn B- or higher)
- PROD 566 Introduction to Post-Production *3 semester hours* (must earn B- or higher)
- SCWR 501 Production Fundamentals for Writing for the Screen *3 semester hours* (must earn B- or higher)

Spring Semester

- PROD 530 Intermediate Documentary Pre-Production *3 semester hours* or SCWR 530 Developing the Short Film *3*
- PROD 550 Directing the Short Film II: Visual Storytelling *3 semester hours* (must earn B- or higher)
- PROD 570 Production Planning *3 semester hours*
- RECA 500 Sound for Production *3 semester hours*

Second Year

Fall Semester

- PROD 600 Directing the Short Film III: Directing Actors *6 semester hours* (must earn B- or higher)
- RECA 567 Seminar in Sound *3 semester hours* (must be taken alongside PROD 600)
 - DECLARATION OF SPECIALIZATION--Students declare one of the following specializations:

Cinematography Specialization

Second Year

Spring Semester

- FTVS 513 Seminar in American Film *3 semester hours*
- PROD 567 Practicum in Color Correction *3 semester hours*
- PROD 642 Cinematography II *3 semester hours*
- FTVA 688 Intern Practicum *0 TO 3 semester hours* (enroll in 0 semester hours)

Third Year

Fall Semester

- FTVS 514 Seminar in International Film *3 semester hours*
- PROD 649 Cinematography Master Class *3 semester hours*
 - - Advanced Elective: Select three semester hours from PROD 580 Music Video Production, PROD 598 Special Studies (topics specified by Chair), PROD 666 Advanced Editing, PROD 680 Advanced Directing Seminar, PROD 684 Visual Design or PROD 685 (topics specified by Chair, including Post Production Supervisor Workshop (2 semester hours), PROD 685 DIT Workshop (1 semester hour)). Nine total semester hours are required for the degree. Other courses by permission only. *3 semester hours*

Spring Semester

- PROD 675 Thesis Portfolio *3 semester hours*
 - - Advanced Elective: Select three semester hours from PROD 580 Music Video Production, PROD 598 Special Studies (topics specified by Chair), PROD 666 Advanced Editing, PROD 680 Advanced Directing Seminar, PROD 684 Visual Design or PROD 685 (topics specified by Chair, including Post Production Supervisor Workshop (2 semester hours), PROD 685 DIT Workshop (1 semester hour)). Nine total semester hours are required for the degree. Other courses by permission only. *3 semester hours*
 - - FTVS Elective--Film, Television, and Media Studies: Select one course (or three *3 semester hours*) from FTVS 500 or 600 level. *3 semester hours*

Final Deliverables--Cinematography Specialization

- 2-4 minute cinematography reel (reviewed by Thesis Committee)
- 25-60 minutes of content produced from project collaborations with students in PROD 650, PROD 490/PROD 492, and/or WPTV Thesis Projects. Other projects (e.g. music videos, PROD 600, Thesis films with students at other graduate institutions, professional work shot during the applicant's final year) accepted at the discretion of the Thesis Committee. Must include a minimum of three projects.

- Online portfolio/website (reviewed by Thesis Committee)
- A completed personal marketing package

Creative Producing Specialization

Second Year

Spring Semester

- FTVS 513 Seminar in American Film *3 semester hours*
- PROD 633 Developing, Selling, and Monetizing Digital Content *3 semester hours*
- PROD 639 Producing Master Class *3 semester hours*
- FTVA 688 Intern Practicum *0 TO 3 semester hours* (enroll in 0 semester hours)

Third Year

Fall Semester

- FTVS 514 Seminar in International Film *3 semester hours*
- SCWR 685 The Business of Entertainment *3 semester hours*
- (must be taken Fall of 3rd Year)
 - - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 631 Web Series Development, PROD 635 Film and Television Development, SCWR 551 Feature Screenwriting, or SCWR 635 Advanced Motion Picture Script Analysis, SCWR 598 Writing Original Pilot. *3 semester hours*

Spring Semester

- PROD 675 Thesis Portfolio *3 semester hours*
 - - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 631 Web Series Development, PROD 635 Film and Television Development, SCWR 551 Feature Screenwriting, or SCWR 635 Advanced Motion Picture Script Analysis, SCWR 598 Writing Original Pilot. *3 semester hours*
 - - FTVS Elective--Film, Television, and Media Studies: Select one course (or three semester hours) from FTVS 500 or 600 level *3 semester hours*

Final Deliverables--Creative Producing Specialization

- Work as a Producer on at least two PROD 650, PROD 600 or WPTV Thesis projects, managing the project from pre-production through post-production. Submit links to finished films and a three-page reflection on the experience.
- Complete a Thesis Project, consisting of a bible, pitching materials, business marketing strategy, pitch presentation for industry, and a look book.

- A web series idea composed of either a written treatment and visual pitch OR a completed digital proof of concept (POC).
- A rip/tone reel or visual sales tool for a web series, TV show or feature.

Directing Fiction Specialization

Second Year

Spring Semester

- FTVS 513 Seminar in American Film *3 semester hours*
- SCWR 620 Writing the Production Thesis Screenplay *3 semester hours*
 - - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 631 Web Series Development, PROD 635 Film and Television Development, PROD 664 Visual Effects, PROD 666 Advanced Editing, PROD 680 Advanced Directing Seminar, PROD 684 Visual Design, PROD 685 Advanced Production Seminar (topics specified by Chair), PROD 687 Actor Workshop, PROD 688 Directing the Camera (Spring only), SCWR 551 Feature Screenwriting: Writing and Producing for TV, or SCWR 635 Advanced Motion Picture Script Analysis. Nine total semester hours are required for the degree. Other courses by permission only. 3 semester
- FTVA 688 Intern Practicum *0 TO 3 semester hours* (enroll in 0 semester hours)

Third Year

Fall Semester

- FTVS 514 Seminar in International Film *3 semester hours*
- PROD 650 Thesis Project I: Pre-Production and Production *3 semester hours* (must earn B- or higher)
 - - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 631 Web Series Development, PROD 635 Film and Television Development, PROD 664 Visual Effects, PROD 666 Advanced Editing, PROD 680 Advanced Directing Seminar, PROD 684 Visual Design, PROD 685 Advanced Production Seminar (topics specified by Chair), PROD 687 Actor Workshop, PROD 688 Directing the Camera (Spring only), SCWR 551 Feature Screenwriting: Writing and Producing for TV, or SCWR 635 Advanced Motion Picture Script Analysis. Nine total semester hours are required for the degree. Other courses by permission only. 3 semester hours

Spring Semester

- PROD 670 Thesis Project II: Post-Production *3 semester hours*
 - - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 631 Web Series Development, PROD 635 Film and Television Development, PROD 664 Visual Effects, PROD 666

Advanced Editing, PROD 680 Advanced Directing Seminar, PROD 684 Visual Design, PROD 685 Advanced Production Seminar (topics specified by Chair), PROD 687 Actor Workshop, PROD 688 Directing the Camera (Spring only), SCWR 551 Feature Screenwriting: Writing and Producing for TV, or SCWR 635 Advanced Motion Picture Script Analysis. Nine total semester hours are required for the degree. Other courses by permission only. 3 semester hours

-
- FTVS Elective - Film, Television, and Media Studies: Select one course (or three semester hours) from FTVS 500 or 600 level. *3 semester hours*

Final Deliverables--Directing Fiction Specialization

- Completed fiction film 8-15 minutes in length
- Festival plan and promotional materials

Directing Non-Fiction Specialization

Second Year

Spring Semester

- PROD 626 Pre-Production for Documentary Thesis *3 semester hours*
 -
 - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 635 Film and Television Development, PROD 639 Producing Master Class, PROD 664 Visual Effects, PROD 666 Advanced Editing, PROD 680 Advanced Directing Seminar, PROD 684 Visual Design, or PROD 685 Advanced Production Seminar (topics specified by Chair), PROD 687 Actor Workshop, PROD 688 Directing the Camera; SCWR 635 Advanced Motion Picture Script Analysis. Nine total semester hours are required for the degree. Other courses by permission only. 3 semester hours
 -
 - FTVS Elective--Film, Television, and Media Studies: Select one course (or three semester hours) from FTVS 500 or 600 level. 3 semester hours
- FTVA 688 Intern Practicum *0 TO 3 semester hours* (enroll in 0 semester hours)

Third Year

Fall Semester

- FTVS 514 Seminar in International Film *3 semester hours*
- PROD 650 Thesis Project I: Pre-Production and Production *3 semester hours* (must earn B- or higher)
 -
 - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 664 Visual Effects, PROD 680 Advanced Directing Seminar, or PROD 685 Advanced Production

Seminar (topics specified by Chair). Nine total semester hours are required for the degree. Other courses by permission only. *3 semester hours*

Spring Semester

- PROD 670 Thesis Project II: Post-Production *3 semester hours*
 - - Advanced Elective: Select three semester hours from PROD 598 Special Studies (topics specified by Chair), PROD 635 Film and Television Development, PROD 639 Producing Master Class, PROD 664 Visual Effects, PROD 666 Advanced Editing, PROD 680 Advanced Directing Seminar, PROD 684 Visual Design, PROD 685 Advanced Production Seminar (topics specified by Chair), PROD 687 Actor Workshop, PROD 688 Directing the Camera; SCWR 635 Advanced Motion Picture Script Analysis. Nine total semester hours are required for the degree. Other courses by permission only. *3 semester hours*
- FTVS 513 Seminar in American Film *3 semester hours*

Final Deliverables--Directing Non-Fiction Specialization

- Completed non-fiction film 8-20 minutes in length
- Festival plan and promotional materials

Editing Specialization

Second Year

Spring Semester

- FTVS 513 Seminar in American Film *3 semester hours*
 - - Two Advanced Electives: Select six semester hours from PROD 567 Practicum in Color Correction, PROD 598 Special Studies (topics specified by Chair), PROD 642 Cinematography II, PROD 664 Visual Effects, PROD 685 Advanced Production Seminar (topics specified by Chair, including Post Production Supervisor Workshop (2 semester hours), DIT Workshop (1 semester hour)), RECA 568 Advanced Post-Production Sound, or SCWR 635 Advanced Motion Picture Script Analysis. Nine semester hours are required for the degree. Other courses by permission only. *6 semester hours*
- FTVA 688 Intern Practicum *0 TO 3 semester hours* (enroll in 0 semester hours)

Third Year

Fall Semester

- FTVS 514 Seminar in International Film *3 semester hours*
- PROD 666 Advanced Editing *3 semester hours*
 - - Advanced Elective: Select three semester hours from PROD 567 Practicum in Color Correction, PROD 598 Special Studies (topics specified by Chair), PROD

642 Cinematography II, PROD 664 Visual Effects, PROD 685 Advanced Production Seminar (topics specified by Chair, including Post Production Supervisor Workshop (2 semester hours), DIT Workshop (1 semester hour), RECA 568 Advanced Post-Production Sound, or SCWR 635 Advanced Motion Picture Script Analysis. Nine semester hours are required for the degree. Other courses by permission only. *3 semester hours*

Spring Semester

- PROD 675 Thesis Portfolio *3 semester hours*
- PROD 685 Advanced Production Seminar *1 TO 3 semester hours*
- (must take Editing and Finish the Short)
 - - FTVS Elective--Film, Television, and Media Studies: Select one course (or three semester hours) from FTVS 500 or 600 level. *3 semester hours*

Final Deliverables--Editing Specialization

- 2-5 minute editing reel (reviewed by Thesis Committee)
- Online portfolio/website (reviewed by Thesis Committee)
- Trailers for completed films (reviewed by Thesis Committee)
- 25 to 60 minutes of edited content for Graduate Thesis films (PROD or WPTV). Other projects (e.g. feature film, music videos, PROD 490/PROD 600) accepted at the discretion of the Thesis Committee. Must include a minimum of two projects.
- Post-production schedules, budgets, and workflow maps/outlines for each project.

Minor

International Documentary Production Minor

The Undergraduate International Documentary Minor Program is dedicated to the development of authentic voices for the advancement of social justice through the production of documentaries that make a difference. The program is committed to the intellectual, creative, ethical, and professional growth of students, and strives to achieve this through an integrated and international curriculum that instructs and inspires its students to cultivate individual artistic sensibilities and conscientious perspectives. It is required that students as part of the Program will study for one semester in an International environment.

Learning Outcomes of the Minor in International Documentary Production

Upon completing the program, students with a minor in International Documentary Production will know:

- The basic techniques of visual storytelling
- The basic processes of producing, directing, cinematography, editing, sound recording and design, and set design, while developing leadership and teamwork skills in the documentary format

- The current technologies involved in the creation of documentary production.

Upon completing the program, students with a minor in International Documentary Production will be able to:

- Clearly communicate real life story, theme, and concept in their works
- Apply learned techniques of film 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.

Minor Coursework

(18 semester hours)

- PROD 210 Introduction to Documentary Production *3 semester hours* (taught in Bonn, Germany)
- PROD 328 International Documentary Pre-Production *3 semester hours*
- PROD 340 Introduction to Cinematography Non-Fiction *3 semester hours* (taught in Bonn, Germany)
- PROD 355 International Documentary Production *3 semester hours* (taught in Bonn, Germany)
- PROD 367 Editing for Non-Majors *3 semester hours* (taught in Bonn, Germany)
- RECA 330 Sound Design for Documentary *3 semester hours* (taught in Bonn, Germany)

Recording Arts

Faculty

Chairperson: Rodger Pardee

Professors: Kurt Daugherty, Mladen Milicevic, Rodger Pardee

Bachelors

Recording Arts, B.A.

Objectives

Recording Arts students explore the theoretical and practical elements of sound recording, reproduction, and design—the fundamentals crucial to successful work in all media that tap into the creative power of sound.

Given the enormous influence of these media, it is vital that these studies are given perspective by courses in LMU's Liberal Arts core curriculum. Recording Arts students are also required to take one music class that deals with the fundamentals of music theory. In upper division courses, students study the science of sound behavior, reproduction, and modification. They learn audio techniques that apply to both film/television sound and music recording.

The SFTV sound stages, studios, and audio workstations are the laboratories where students put their knowledge and creativity to work and build a portfolio. Each Recording Arts student gains experience with film and television sound production and produces an advanced recording arts senior project. Creative collaboration is key to success in this field.

Recording Arts Student Learning Outcomes

Recording Arts students will understand:

- The physical and psychoacoustic properties of sound
- The techniques of making, editing, and processing sound recordings
- The aesthetic contribution of sound to media.

Recording Arts students will be able to:

- Make technically competent recordings of music as well as production and post-production sound for film and television media
- Effectively edit and process sound for those media
- Create technically competent and aesthetically pleasing mixes for those media.

Recording Arts students will value:

- The transformative power of challenging and meaningful art
- The collaborative and rigorous nature of working in sound for music, film, and television
- The cultural impact and significance of this media—past, present, and future.

Recording Arts Model Four-Year Plan

- Normal course load is 15-16 semester hours or 4-5 courses per semester.
- Consult your advisor regarding proper course sequencing and course selection for the major.
- Suggested sequence, but students often take courses in a modified order.
- All students must complete six flags to graduate. Each student is responsible for ensuring she/he fulfills all graduation requirements.

Freshman Year

Fall Semester

- FTVS 1010 Art of Cinema *4 semester hours* or
- FTVS 1020 Art of Screen Media *4 semester hours*
-
- MUSC 104 Fundamentals of Music *3 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*

Total: 14-15 semester hours

Spring Semester

- RECA 220 Fundamentals of Sound *3 semester hours* (must earn B or higher)
- MUSC 107 The Piano Experience *3 semester hours* (may test out per RECA chair)
-
- PROD 200 Introduction to Film Production: Making the Short Film *3 semester hours* or
- PROD 101 Production Bootcamp: The Film Crew at Work *3 semester hours*
-
- RHET 1000 Rhetorical Arts *4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- RECA 250 Sound Design *3 semester hours* (must earn B or higher)
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*

Total: 12-15 semester hours

Spring Semester

- RECA 258 Sound Editing for Screen Arts *3 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - University Core *3-4 semester hours*
 -
 - Elective *3-4 semester hours*

Total: 15-19 semester hours

Junior Year

Fall Semester

- RECA 322 Recording Technology *3 semester hours*
- RECA 353 Sound on Set: Production Sound Techniques *3 semester hours*
-

- University Core 3-4 semester hours
-
- University Core 3-4 semester hours

Total: 12-14 semester hours

Spring Semester

- RECA 358 Post-Production Sound 3 semester hours
- RECA 361 Capturing Live Music 3 semester hours
- RECA 362 Audio Software Applications 3 semester hours
 -
 - University Core 3-4 semester hours
 -
 - Elective 3-4 semester hours

Total: 15-17 semester hours

Senior Year

Fall Semester

- RECA 461 Multi-Track Studio Recording 3 semester hours
 -
 - University Core 3-4 semester hours
 -
 - Elective 3-4 semester hours
 -
 - Elective 3-4 semester hours
 -
 - Elective 3-4 semester hours

Total: 15-19 semester hours

Spring Semester

- RECA 464 Advanced Audio 3 semester hours
- RECA 470 Senior Capstone Portfolio 3 semester hours
 -
 - Elective 3-4 semester hours
 -
 - Elective 3-4 semester hours
 -
 - Elective 3-4 semester hours

Total: 15-18 semester hours

Screenwriting

Faculty

Chairperson: Karol Hoeffner

Professors: Marilyn Beker, Jeffrey Davis, Stephen V. Duncan, Beth Serlin, Stephen Ujlaki

Associate Professors: Karol Hoeffner, Aurorae Khoo, Mark Evan Schwartz

Assistant Professors: David Clawson, John Strauss, Ernesto Bustamante

Clinical Professors: Michael F.X. Daley, Michelle Gillie, Mary Kuryla, Patricia K. Meyer, Marc Pitre, Thomas Szollosi

Clinical Professors: Michael F.X. Daley, Michelle Gillie, Mary Kuryla, Patricia K. Meyer, Marc Pitre, Thomas Szollosi

Bachelors

Screenwriting, B.A.

Objectives

- Students will be stimulated and engaged by a rich and challenging pre-professional undergraduate curriculum that spans the art, craft, and business of screenwriting.
- Students will understand and demonstrate the theoretical, aesthetic, and practical elements of film, television, and emerging new media story development and script writing.

Learning Outcomes of the B.A. Program in Screenwriting

- Students will demonstrate an understanding of the dynamics of storytelling required for film, television, and new and emerging media.
- Students will demonstrate competency in developing stories and writing scripts for multiple media platforms.
- Students will value diverse stories that explore social justice issues and ethical and humanistic themes.
- Students will create a portfolio of screenplays and teleplays in which structure, character development, dialogue, tone, and theme are clearly demonstrated.
- Students will demonstrate proficiency in analyzing the influences of film, television, and new and emerging media on our culture, and vice versa.
- Students will demonstrate competency in discussing the aesthetics of film, television, and new and emerging media.
- Students will demonstrate the ability to offer constructive criticism and collaborate with others in a writer's group.

Screenwriting Major Requirements

Lower Division Requirements

Foundations

- SCWR 120 Storytelling for the Screen *3 semester hours* (prerequisite course)
- FTVS 1010 Art of Cinema *4 semester hours*

- PROD 101 Production Bootcamp: The Film Crew at Work *3 semester hours*

Preparing the First Feature

- SCWR 220 Feature Story Development *3 semester hours* (must earn B or higher)
- FTVS 2117 World Cinema 2 (1955-1990) *4 semester hours*

Upper Division Requirements

Intermediate Coursework

- SCWR 320 Feature Screenplay: Writing the First Draft *3 semester hours*
-
- SCWR 325 Writing the Comedy TV Series Spec *3 semester hours* (may be taken concurrently with SCWR 320) or
- SCWR 326 Writing the Drama TV Series Spec *3 semester hours*
-
- SCWR 321 Rewriting the Feature Screenplay *3 semester hours*
- SCWR 329 Directing for Screenwriters *3 semester hours* (may be taken either semester of senior year) Any FTVS 2000-, 3000-, or 4000-level courses *4 semester hours*

Advanced Coursework

- SCWR 420 Writing the Senior Project: Feature Screenplay or TV Pilot *3 semester hours* (may be completed as a feature script or television pilot)
- SCWR 421 Rewriting the Senior Project: Feature Screenplay or TV Pilot *3 semester hours*
- SCWR 428 Adaptation: Source to Screen *3 semester hours*

Screenwriting Model Four-Year Plan

- Normal course load is 15 semester hours or 5 courses per semester.
- Consult your advisor regarding proper course sequencing and course selection for the major.
- Suggested sequence, but students may take courses in a modified order with written permission of the chair and Assistant Dean.
- All students must complete six flags to graduate. Each student is responsible for ensuring she/he fulfills all graduation requirements.

Freshman Year

Fall Semester

- SCWR 120 Storytelling for the Screen *3 semester hours* (prerequisite course)
- FTVS 1010 Art of Cinema *4 semester hours*
- FFYS 1000 First Year Seminar *4 semester hours*
 -
 - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 14-16 semester hours

Spring Semester

- PROD 101 Production Bootcamp: The Film Crew at Work *3 semester hours*
- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-18 semester hours

Sophomore Year

Fall Semester

- Any 3000- or 4000-level FTVS course *4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*
- University Core *3-4 semester hours*

Total: 13-16 semester hours

Spring Semester

- SCWR 220 Feature Story Development *3 semester hours*
- FTVS 2117 World Cinema 2 (1955-1990) *4 semester hours*
 - - University Core *3-4 semester hours*
 - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 16-19 semester hours

Junior Year

Fall Semester

- SCWR 320 Feature Screenplay: Writing the First Draft *3 semester hours*
 - - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 12-15 semester hours

Spring Semester

- SCWR 321 Rewriting the Feature Screenplay *3 semester hours*

- SCWR 325 Writing the Comedy TV Series Spec *3 semester hours* or SCWR 326 Writing the Drama TV Series Spec *3 semester hours*
 - - University Core *3-4 semester hours*
 - Elective *3-4 semester hours*

Total: 12-14 semester hours

Senior Year

Fall Semester

- SCWR 329 Directing for Screenwriters *3 semester hours* (may also be taken in the Spring of the senior year)
- SCWR 420 Writing the Senior Project: Feature Screenplay or TV Pilot *3 semester hours*
 - - University Core *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-18 semester hours

Spring Semester

- SCWR 421 Rewriting the Senior Project: Feature Screenplay or TV Pilot *3 semester hours*
- SCWR 428 Adaptation: Source to Screen *3 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*
 - - Elective *3-4 semester hours*

Total: 15-18 semester hours

Masters

Writing and Producing for Television, M.F.A.

Objectives

- Students will prepare for specific careers in film, television, and new and emerging media through a highly professional and challenging graduate curriculum.
- Students will demonstrate the application of the theoretical, aesthetic, and practical elements of film, television, and emerging new media, story development, and script writing at a professional level suitable for pursuing a career in academia and/or the entertainment industry.

Learning Outcomes

- Students will demonstrate, through a portfolio of long- and short-form teleplays, mastery of story development, character development, storytelling structure, and cinematic style.
- Students will demonstrate the ability to pitch stories and scripts to producers, managers, agents, studios, cable outlets, and networks.
- Students will demonstrate proficiency in producing and executing a television production by creating a short reel that is reflective of a larger project.
- Students will value diverse stories that explore social justice issues and ethical and humanistic themes.
- Students will develop entrepreneurial skills by creating relationships with outside organizations through internships, mentorships, and designated courses and workshops.
- Students will demonstrate the fundamental business skills required for working effectively with producers, managers, agents, and the Writers Guild of America.
- Students will learn to analyze the influences of film, television, and emerging media on our culture, and vice versa.

M.F.A. Writing and Producing for Television

The goal of the M.F.A. 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 "spec" teleplay (either comedy or drama), two original television pilots (one-hour and half-hour), and write and produce a short digital project that is representative of a larger work. Students can also take writing electives such as transmedia, video-game writing, or playwriting. Proper sequencing of major requirements is indicated by prerequisites of individual courses and as noted in the outline below. Please consult assigned academic advisor.

Students must maintain a "B" (3.0) average to remain in good academic standing. Students who fall below a B average will be placed on academic probation and will have one semester to bring their grade average up to a B.

At the end of the first and third semesters, students are required to attend an MFA Performance Review with the department faculty to discuss his/her overall cumulative progress in the program. Letters will be sent to each student following this meeting to say he/she is either performing in an exceptional way, a satisfactory way, or an unsatisfactory way. In the last case the student will be placed on academic probation. Academic probation will require another meeting at the end of the following semester. If the student does not meet the required standards, he/she will be dismissed from the program.

M.F.A. in Writing and Producing for Television Requirements

Major Requirements	45 semester hours
Thesis Requirements	6 semester hours
Overall Total	51 semester hours

First Year

Fall Semester

- SCWR 511 Production Fundamentals for Writing and Producing for TV *3 semester hours (must earn B or higher)*
- SCWR 550 Elements of Television Writing *3 semester hours (must earn B or higher)*
- FTVS 511 Television History *3 semester hours (must earn B or higher)*

Spring Semester

- SCWR 660 Writing the Drama TV Series Spec *3 semester hours or*
- SCWR 670 Writing the Comedy TV Series Spec *3 semester hours*
-
- SCWR 554 The TV Writers Room *3 semester hours*
- SCWR 551 Feature Screenwriting: Writing and Producing for TV *3 semester hours*

Second Year

Fall Semester

- SCWR 661 Writing an Original Drama Pilot *3 semester hours*
- SCWR 671 Writing an Original Comedy Pilot *3 semester hours*
- SCWR 685 The Business of Entertainment *3 semester hours*

Spring Semester

- SCWR 611 Planning Ahead: Producing Fundamentals *3 semester hours*
- SCWR 675 Rewriting the Television Pilot: Comedy and Drama *3 semester hours*
 - - SCWR Elective Writing *3 semester hours (must select any one course from SCWR 500 or 600 level)*

Third Year

Fall Semester

- SCWR 680 Preproduction for Thesis Project *3 semester hours*
 - - SCWR Elective Writing *3 semester hours (must select any yone course from SCWR 500 or 600 level)*
 - SCWR Elective Writing *3 semester hours (must select any yone course from SCWR 500 or 600 level)*

Spring Semester

- SCWR 681 Post-Production for Thesis Project *3 semester hours*
- SCWR 692 Feature Film and Television Portfolio Workshop *3 semester hours*

Writing for the Screen, M.F.A.

Objectives

- Students will prepare for specific careers in film, television, and new and emerging media through a highly professional and challenging graduate curriculum.
- Students will demonstrate the application of the theoretical, aesthetic, and practical elements of film, television, and emerging new media, story development, and script writing at a professional level suitable for pursuing a career in academia and/or the entertainment industry.

Learning Outcomes

- Students will demonstrate, through a portfolio of screenplays and teleplays, mastery of story development, character development, storytelling structure, and cinematic style.
- Students will demonstrate the ability to pitch stories and scripts to producers, managers, agents, studios, cable outlets, and networks.
- Students will demonstrate proficiency in writing for screens of all sizes. Students will value diverse stories that explore social justice issues and ethical and humanistic themes.
- Students will develop entrepreneurial skills by creating relationships with outside organizations through internships, mentorships, and designated courses and workshops.
- Students will demonstrate the fundamental business skills required for working effectively with producers, managers, agents, and the Writers Guild of America.
- Students will demonstrate proficiency in analyzing the influences of film, television, and emerging media on our culture, and vice versa.

M.F.A. Writing for the Screen

The goal of the MFA program in Writing for the Screen is to train students for a career in screenwriting--to develop mastery in writing for screens of all sizes. Using long-form storytelling as a basis for teaching screenwriting, students will progress from the elements class to the creation of a portfolio of work, which will include three feature length screenplays, one episodic teleplay, and at least one original pilot for television. Students can also take writing electives such as transmedia, video-game writing, or playwriting. Proper sequencing of major requirements is indicated by prerequisites of individual courses and as noted in the outline below. Please consult an academic advisor.

Students must maintain a "B" (3.0) average to remain in good academic standing. Students who fall below a "B" average will be placed on academic probation and will have one semester to bring their grade average up to a "B."

At the end of the first and third semesters, students are required to attend an MFA Performance Review with the department faculty to discuss his/her overall cumulative progress in the program. Letters will be sent to each student following this meeting to say he/she is either performing in an exceptional way, a satisfactory way, or an unsatisfactory way. In the last case the student will be placed on academic probation. Academic probation will require another meeting at the end of the following semester. If the student does not meet the required standards, he/she will be dismissed from the program.

M.F.A. in Writing for the Screen Requirements

Major Requirement	45 semester hours
Thesis Requirements	6 semester hours
Overall Total	51 semester hours

First Year

Fall Semester

- SCWR 510 Production Fundamentals for Writing and Producing for TV *3 semester hours* (must earn B or higher)
- SCWR 540 Elements of Feature Screenwriting *3 semester hours* (must earn B or higher)
- SCWR 635 Advanced Motion Picture Script Analysis *3 semester hours* (must earn B or higher)

Spring Semester

- SCWR 541 Writing the Feature Screenplay *3 semester hours*
-
- SCWR 660 Writing the Drama TV Series Spec *3 semester hours* or
- SCWR 670 Writing the Comedy TV Series Spec *3 semester hours*
-
- - FTVS Elective Film, Television, and Media Studies *3 semester hours* (Must select any one course from FTVS 500 or 600 level)

Second Year

Fall Semester

- SCWR 640 Rewriting the Feature Screenplay *3 semester hours*
- SCWR 650 Advanced Feature Screenwriting *3 semester hours*
- SCWR 685 The Business of Entertainment *3 semester hours*

Spring Semester

- SCWR 641 Feature Film and Television Adaptation *3 semester hours*
- SCWR 651 Rewriting the Advanced Screenplay *3 semester hours*
-
- SCWR 661 Writing an Original Drama Pilot *3 semester hours* or
- SCWR 671 Writing an Original Comedy Pilot *3 semester hours* or
- - SCWR Elective *3 semester hours* (must select any one course from SCWR 500 or 600 level)

Third Year

Fall Semester

- SCWR 690 Thesis Screenplay Project *3 semester hours*
-
- SCWR 661 Writing an Original Drama Pilot *3 semester hours* or
- SCWR 671 Writing an Original Comedy Pilot *3 semester hours* or
 - - SCWR Elective *3 semester hours* (Must select any one course from SCWR 500 or 600 level)

 - SCWR Elective *3 semester hours* (Must select any one course from SCWR 500 or 600 level)

Spring Semester

- SCWR 691 Rewriting Thesis Screenplay Project *3 semester hours*
- SCWR 692 Feature Film and Television Portfolio Workshop *3 semester hours*

Minor

Screenwriting Minor

Minor Requirements

The School of Film and Television offers a minor in Screenwriting.

The minor is 19 semester hours consisting of:

- FTVS 1010 Art of Cinema *4 semester hours*
- SCWR 220 Feature Story Development *3 semester hours*
- SCWR 320 Feature Screenplay: Writing the First Draft *3 semester hours*
- SCWR 321 Rewriting the Feature Screenplay *3 semester hours*

Two elective courses (six semester hours) chosen from:

- SCWR 325 Writing the Comedy TV Series Spec *3 semester hours*
- SCWR 326 Writing the Drama TV Series Spec *3 semester hours*
- SCWR 428 Adaptation: Source to Screen *3 semester hours*
- Other SCWR courses by permission of Chairperson.

Aerospace Studies

All University Colleges and Schools

Faculty

Kari Hill (Department Chairperson), Melinda Albiston, Nikole Egloff, Analiza McFarland, Simone Zacharias

General Military Course

The first two years of Aerospace Studies (AERO 100, AERO 200) are designated the General Military Course (GMC) for students enrolled in Air Force Reserve Officers' 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 AERO 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, AERO 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 academic courses 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 wing. Students that are not members of the cadet wing cannot enroll in the leadership laboratory courses.

Air Force Reserve Officers' 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 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 \$350-400 per month, tax-free, during the final two years of AFROTC. For information on scholarships, please go to www.afrotc.com.

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 extensive interaction with students from other local universities and colleges who participate in the program. In addition to a commission upon graduation, cadets may apply for careers as pilots, navigators, space and missile operators, business administrators, engineers, health professionals, intelligence, officers, and many other specialties.

Center for Undergraduate 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.

Emphasis

Secondary Teacher Preparation Program for English

The Secondary Teacher Preparation Program (STPP) 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 credential requirements in four years.

Secondary Teacher Preparation Program for English Major Requirements: English Major Requirements:
Pre-Major/Lower Division Requirements (12 semester hours)

- ENGL 2201 Genres: Poetry 4 semester hours or
- ENGL 2200 Genres: Drama 4 semester hours or

- ENGL 2202 Genres: Fiction *4 semester hours*
-
- ENGL 2203 Histories: British Literature I *4 semester hours*
- ENGL 2204 Histories: British Literature II *4 semester hours*

Upper Division (44 semester hours or 11 total courses)

- ENGL 3321 Shakespeare: The Major Plays *4 semester hours or*
- ENGL 3322 Studies in Shakespeare *4 semester hours or*
- ENGL 3323 Shakespeare and Politics *4 semester hours*
- ENGL 3371 American Literature I *4 semester hours or*
- ENGL 3372 American Literature II *4 semester hours*
- ENGL Explorations *4 semester hours*
- ENGL Comparative Literature *4 semester hours*
- ENGL 3375 StreetRead *4 semester hours* (preliminary field exp.) *or*
- ENGL 3376 StreetWrite *4 semester hours* (preliminary field exp.)
- ENGL 5569 Linguistics *4 semester hours*
- ENGL 5574 Rhetoric and Media *4 semester hours*
- ENGL 5565 Theory of Teaching Writing and Literature *4 semester hours*
- ENGL 3346 Children's Literature *4 semester hours*

Electives:

8 semester hours of 2 Electives, two electives of extended study in one of the domains. **Two courses taken from one of the domains:** 1) Literature and Language Analysis 2) Language, Linguistics, Literary 3) Composition and Rhetoric or 4) Communications, Speech, Media and Performance.

Additional Required Courses: Communications (4 semester hours) and Creative Arts (3 semester hours) selected from the following:

Communications (4 semester hours):

- CMST 2800 Advanced Public Communication *4 semester hours*

Creative Arts Core (3 semester hours): *At least one course from the following Theatre courses:

- THEA 110 Beginning Acting *3 semester hours*
- THEA 120 Stagecraft *3 semester hours*

School of Education Requirements:

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*

- EDES 506 Using Technology in the Classroom *1 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 514 Secondary Content Methodology for Teaching English *3 semester hours*
- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*

School of Education Credential Requirements (Non-Degree Requirements):

Students fulfill the Single Subject student teaching requirement for the preliminary teaching credential by completing 5-8 semester hours of EDES 518 Secondary Teaching Seminar, which are applied toward both the semester hour requirement for the baccalaureate degree in English and the requirements for the preliminary credential within the state of California. Student teaching is met through elective semester hours taken as EDES 518 Secondary Teaching Seminar.

Advising:

Students should consult with the **Director/Advisor for the Secondary Teacher Preparation Program for English**, Dr. Aimee Ross-Kilroy at aeross@lmu.edu, to sign up for the program and to discuss their course of study, especially their English courses.

The Center for Undergraduate Teacher Preparation (CUTP) is also available to assist students interested in teaching careers in elementary, secondary, bilingual, and special education. Students interested in a career in teaching should consult with the CUTP Director to discuss their options. All students in the teacher preparation pipeline work with a dedicated CUTP advisor for all education coursework. CUTP has a library of information and advice for prospective teachers as well as sponsors several informational sessions every year. CUTP is located in UNH 3346. Please contact cutp@lmu.edu for more information.

School of Education Admission:

Students interested in adding a preliminary credential in English must apply for admission to the School of Education to formally add the preliminary credential to their program. Students should work with the STPP Director and their advisor in CUTP to determine when to apply. Instructions on this process can also be found here <http://soe.lmu.edu/academics/cutp>.

Four-Year Plan for the English Major (120 Semester Hours)

Freshman Year

Fall Semester

- FFYS 1000 First Year Seminar *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*

Total: 12-16 semester hours

Spring Semester

- RHET 1000 Rhetorical Arts *4 semester hours*
 - - University Core *3-4 semester hours*
 - - University Core *3-4 semester hours*
 -
 - ENGL 2200 Genres: Drama *4 semester hours* or
 - ENGL 2201 Genres: Poetry *4 semester hours* or
 - ENGL 2202 Genres: Fiction *4 semester hours*
 -
 - THEA 110 Beginning Acting *3 semester hours* or
 - THEA 120 Stagecraft *3 semester hours* or
 - THEA 121 Stagecraft Lab *0 semester hours*

Total: 16-19 semester hours

Sophomore Year

Fall Semester

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
 - - ENGL 3XXX: Comparative *4 semester hours*
 - ENGL 2203 Histories: British Literature I *4 semester hours*
 - - University Core *3-4 semester hours*

Total: 17-18 semester hours

Spring Semester

- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
 - - ENGL 3XXX: Explorations *4 semester hours*
 - ENGL 2204 Histories: British Literature II *4 semester hours*
 - CMST 2800 Advanced Public Communication *4 semester hours*

Total: 18 semester hours

Junior Year

Fall Semester

- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*

- - University Core *3-4 semester hours*
-
- ENGL 3321 Shakespeare: The Major Plays *4 semester hours or*
- ENGL 3322 Studies in Shakespeare *4 semester hours or*
- ENGL 3323 Shakespeare and Politics *4 semester hours*
-
- ENGL 3346 Children's Literature *4 semester hours*
-
- ENGL 3371 American Literature I *4 semester hours or*
- ENGL 3372 American Literature II *4 semester hours*

Total: 18-19 semester hours

Spring Semester

- ENGL 3375 StreetRead *4 semester hours or*
- ENGL 3376 StreetWrite *4 semester hours*
-
- ENGL 5569 Linguistics *4 semester hours*
 - - ENGL Upper Division *4 semester hours*
 - - University Core *3-4 semester hours*
- ENGL 3346 Children's Literature *4 semester hours*

Total: 19-20 semester hours

Senior Year

Fall Semester

- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 514 Secondary Content Methodology for Teaching English *3 semester hours*
- ENGL 5565 Theory of Teaching Writing and Literature *4 semester hours*
 - - ENGL Upper Division *3-4 semester hours*
- ENGL 5575 The Art of Rhetoric *4 semester hours*

Total: 19-20 semester hours

Spring Semester

- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 518 Secondary Teaching Seminar *3 semester hours*

Total: 9 semester hours

Secondary Teacher Preparation Program in Social Science (History)

The Secondary Teacher Preparation Program (STPP) for Social Science (History) is designed for students who anticipate teaching history and social sciences 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 a History major, the University's Core Curriculum requirements, the Secondary Teacher Preparation Program for Social Science (History), and the School of Education credential requirements in four years.

Secondary Teacher Preparation Program in Social Science (History) Major Requirements:

History Major Requirements:

10 courses (40 semester hours), distributed as follows:

- 1 lower-division seminar: HIST 2000, HIST 2050, HIST 2200, HIST 2450, HIST 2500, HIST 2600, HIST 2700, HIST 2800, HIST 2910 *4 semester hours*
- HIST 4412 History of California *4 semester hours*
- 1 5000-level seminar: HIST 5000-5899 *4 semester hours*
- At least 4 additional upper-division courses: HIST 3xxx, HIST 4xxx, HIST 5xxx
- Students may complete the History major by following either the Generalist Track or the Specialist Track (See the History, B.A. for more information):
 - Generalist Track: 2 courses in each of the three geographical regions (Europe, US, World Regions)
 - Specialist Track: 1 course in each of the three geographical regions (Europe, US, World Regions) **and** 3 courses in one concentration.

Social Science Course Requirements:

5 courses (20 semester hours), distributed as follows:

- ECON 1050 Introductory Economics *4 semester hours*
-
- GEOG 1000 Human Geography *4 semester hours* or
- GEOG 2000 World Geography *4 semester hours*
-
- POLS 1200 U.S. Politics *4 semester hours*
-
- POLS 1400 Comparative Politics *4 semester hours* or
- POLS 1600 International Relations *4 semester hours*
-
- THST 1080 Comparative Theology *4 semester hours* or
- THST 1500 World Religions of Los Angeles *4 semester hours*
-

School of Education Requirements

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 513 Secondary Content Methodology for Teaching Social Science *3 semester hours*
- EDES 519 Clinical Supervision 1 *1 semester hours*
- EDES 532 Secondary Clinical Supervision 2 *1 semester hours*
- EDES 533 Secondary Clinical Supervision 3 *1 semester hours*

School of Education Credential Requirements (Non-Degree Requirements)

Students fulfill the Single Subject student teaching requirement for the preliminary teaching credential by completing 3 semester hours of EDES 518 Secondary Teaching Seminar and 2-5 semester hours of EDES 534 Secondary Clinical Supervision 4, which are applied toward both the semester hour requirement for the baccalaureate degree in Social Science (History) and the requirements for the preliminary credential within the state of California. Student teaching is met through elective units taken as EDES 518 Secondary Teaching Seminar and EDES 534 Secondary Clinical Supervision 4.

Advising

Students should consult with the **Director/Advisor for the Secondary Teacher Preparation Program in Social Science (History)**, Elizabeth Drummond at Elizabeth.Drummond@lmu.edu, to sign up for the program and to discuss their course of study, especially their History and Social Science courses.

The Center for Undergraduate Teacher Preparation (CUTP) is also available to assist students interested in teaching careers in elementary, secondary, bilingual, and special education. Students interested in a career in teaching should consult with the CUTP Director to discuss their options. All students in the teacher preparation pipeline work with a dedicated CUTP advisor for all education coursework. CUTP has a library of information and advice for prospective teachers as well as sponsors several informational sessions every year. CUTP is located in UNH 3346. Please contact cutp@lmu.edu for more information.

School of Education Admission

Students interested in adding a preliminary credential in Social Science (History) must apply for admission to the School of Education to formally add the preliminary credential to their program. Students should work with the STPP Director and their advisor in CUTP to determine when to

apply. Instructions on this process can also be found here: Undergraduate Teacher Preparation--Secondary Education.

Four-Year Plan for the Secondary Teacher Preparation in Social Science (History) Major:

Freshman Year

Fall Semester

- FFYS 1000 First Year Seminar *4 semester hours* (FFYS Core)
-
- HIST 1300 Becoming America *4 semester hours* or
- HIST 1301 America and the Atlantic World 1450-1850 *4 semester hours* or
- HIST 1401 The United States and the Pacific World *4 semester hours* (EHAP Core)
-
- POLS 1200 U.S. Politics *4 semester hours* (EHBV Core)
- THST 1080 Comparative Theology *4 semester hours* (FTHI Core)

Total: 15-16 semester hours

Spring Semester

- PHIL 1800 Philosophical Inquiry *4 semester hours* (FPHI Core)
- - HIST 2300-2499 Lower Division History course for Studies in American Diversity *4 semester hours* (EHAP Core)
- RHET 1000 Rhetorical Arts *4 semester hours* (FRTA Core)
- - University Core: Quantitative Reasoning *3-4 semester hours* (FQTR Core)

Total: 15-16 semester hours

Sophomore Year

Fall Semester

- EDES 501 Teaching and Learning in Diverse Communities *3 semester hours*
- EDES 502 Creating and Leading Effective Classroom Environments *3 semester hours*
- - HIST Lower Division Seminar (HIST 2000, HIST 2050, HIST 2200, HIST 2450, HIST 2500, HIST 2600, HIST 2700, HIST 2800, HIST 2910) *4 semester hours*
-
- GEOG 1000 Human Geography *4 semester hours* or
- GEOG 2000 World Geography *4 semester hours*
-
- - University Core: Creative Experience *3-4 semester hours* (ECRE Core)

Total: 17-18 semester hours

Spring Semester

- EDES 503 Language Theory and Pedagogy: Second Language Acquisition *3 semester hours*
- EDES 504 Assessment to Inform Instruction for Diverse Students *3 semester hours*
- HIST 4412 History of California *4 semester hours*
 - - HIST Lower or Upper Division *4 semester hours*
 - - University Core: Nature of Science, Technology, and Mathematics *3-4 semester hours (ESTM Core)*

Total: 17-18 semester hours

Junior Year

Fall Semester

- EDES 505 Perspectives and Policies that Guide Education *2 semester hours*
- EDES 506 Using Technology in the Classroom *1 semester hours*
 - - HIST Upper Division *4 semester hours*
 - - HIST Upper Division *4 semester hours*
- ECON 1050 Introductory Economics *4 semester hours*
-
- POLS 1400 Comparative Politics *4 semester hours* or
- POLS 1600 International Relations *4 semester hours*

Total: 19 semester hours

Spring Semester

- HIST Upper Division *4 semester hours*
- HIST Upper Division *4 semester hours*
- University Core: Ethics and Justice *4 semester hours (IEJT Core)*
- University Core: Faith and Reason *4 semester hours (IFTR Core)*

Total: 16 semester hours

Senior Year

Fall Semester

- EDES 507 Integrated Teaching Methods for Diverse Populations *3 semester hours*
- EDES 513 Secondary Content Methodology for Teaching Social Science *3 semester hours*
- EDES 519 Clinical Supervision 1 *1 semester hours*
- EDES 532 Secondary Clinical Supervision 2 *1 semester hours*
 - - HIST 5xxx History Seminar (5000-5899) *4 semester hours*

- - University Core: Interdisciplinary Connections *4 semester hours* (IINC Core)

Total: 16 semester hours

Spring Semester

- EDES 511 Content Literacy for Single Subject Educators *3 semester hours*
- EDES 518 Secondary Teaching Seminar *3 semester hours*
- EDES 533 Secondary Clinical Supervision *3 1 semester hours*
- EDES 534 Secondary Clinical Supervision *4 2 TO 5 semester hours*

Total: 9-12 semester hours

Secondary Teacher Preparation Program in Social Science (Political 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.

Secondary Teacher Preparation Program in Social Science (Political Science) Major Requirements:

Political Science Major Requirements:

Lower Division Political Science Requirements:

Four (4) courses (16 semester hours) distributed as follows:

- POLS 1200 U.S. Politics *4 semester hours*
-
- POLS 1400 Comparative Politics *4 semester hours* or
- POLS 1600 International Relations *4 semester hours*
-
- POLS 2000 Foundations of Political Theory *4 semester hours*
- POLS 2100 Empirical Approaches *4 semester hours*

Upper Division Political Science Requirements:

Six (6) courses (24 semester hours) distributed as follows:

- One (1) United States Politics course *4 semester hours*

- One (1) Comparative Politics course *4 semester hours*
- One (1) International Relations course *4 semester hours*
- Two (2) additional POLS upper-division courses *8 semester hours*
- One (1) 5000-level POLS seminar *4 semester hours*

History Course Requirements:

Lower Division History Requirements:

Three (3) courses (12 semester hours) distributed as follows:

- One (1) World Regions (Middle East, Asia, Latin America, or Africa) HIST course *4 semester hours*
- One (1) European HIST course *4 semester hours*
- One (1) United States HIST course *4 semester hours*

Upper Division History Requirements:

Five (5) courses (20 semester hours) distributed as follows:

- HIST 4412 History of California *4 semester hours*
- One (1) World Regions (Middle East, Asia, Latin America, or Africa) HIST course *4 semester hours*
- One (1) European HIST course *4 semester hours*
- One (1) United States HIST course *4 semester hours*
- One (1) additional upper-division HIST course *4 semester hours*

Social Science Course Requirements:

Three (3) courses (12 semester hours) distributed as follows:

- ECON 1050 Introductory Economics *4 semester hours*
-
- GEOG 1000 Human Geography *4 semester hours* or
- GEOG 2000 World Geography *4 semester hours*
-
- THST 1080 Comparative Theology *4 semester hours* or
- THST 1500 World Religions of Los Angeles *4 semester hours*

Education Requirements:

30 or 33 semester hours, distributed as follows:

- EDUR 400 Sociocultural Analysis of Education *3 semester hours*
- EDSP 440 Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs *3 semester hours*
- EDCE 412 Secondary Directed Teaching *9 TO 12 semester hours* *

Note:

Courses marked * cannot be taken prior to formal acceptance into the School of Education.

School of Education Teacher Performance Assessment (TPA) Coursework for the Secondary-Level Teaching Credential:

- EDCE 461 Teaching Performance Assessment 1 *0 semester hours*
- EDCE 462 Teaching Performance Assessment 2 *0 semester hours*
- EDCE 463 Teaching Performance Assessment 3 *0 semester hours*
- EDCE 464 Teaching Performance Assessment 4 *0 semester hours*
- EDES 8000 Health Education *1 semester hours*

Total STPP in Social Sciences: 117-120 semester hours

Note:

Because it would be very difficult for a student with a Political Science Major to complete all of the POLS, additional STPP, and University Core course requirements in 8 undergraduate semesters, students should plan to either complete some of the required courses during a 9th undergraduate semester, during summer sessions, or by completing graduate-level education courses in a School of Education program.

Contact Dr. Lance Blakesley at lblakesl@lmu.edu, University Hall 4127, 310.338.7377. Also, contact the Center for Undergraduate Teacher Preparation (CUTP) at cutp@lmu.edu, University Hall 3346, 310.258.8806.

Secondary Teacher Preparation in Art

Secondary Teacher Preparation in Art

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), the requirements for a minor in Secondary Education (SEED), and the requirements for a single subject credential in Art (SECR). 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/Advisor of Secondary Teacher Preparation Program in Art, 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 Michael Cersosimo (Michael.Cersosimo@lmu.edu, 310.258.8806).

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. Annette Pijuan Hernandez, Senior Director and Associate Clinical Professor (Annette.Hernandez@lmu.edu, 310.258.8806). CUTP is located in UH 3346, 310.258.8806.

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 HIST 1300 Becoming America.

Lower Division Requirements

24 semester hours of lower division courses:

- ART 153 Drawing I *3 semester hours*
- ART 160 Two-Dimensional Design *3 semester hours*
- ART 255 Field Experience in Art *0 semester hours*
- ART 257 Painting I *3 semester hours*
- ART 260 Computer Graphics I *3 semester hours*
- ART 275 Three-Dimensional Design *3 semester hours*
- ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean *4 semester hours*
- ARHS 2002 Art and Society: Early Christian to Early Modern *4 semester hours*
-
- ART 154 Drawing II: Figure Drawing *3 semester hours* or
- ART 278 Ceramics I: Earth and Art *3 semester hours* or
- ART 280 Photography I *3 semester hours* or
- ART 285 Introduction to Printmaking *3 semester hours* as the foundation for the Studio Arts Focus. *

Upper Division Requirements

27 semester hours of upper division courses:

- ART 355 Experiencing Art and Social Justice *3 semester hours*
-
- ART 396 Design Praxis: Professional Practices in Design *3 semester hours* or
- ART 397 Professional Practices in Fine Arts *3 semester hours*
-
- ART 455 Methods in Teaching Secondary Art *3 semester hours*
-
- ART 490 Senior Design Thesis *3 semester hours* or
- ART 497 Senior Thesis in Fine Arts *3 semester hours (must take for 3 semester hours)*
-
-
- 9 semester hours of upper division ART electives *
- ARHS 4630 Contemporary Art *4 semester hours*

A non-Western Art History course or any non-Western course:

- ARHS 3311 Pre-Columbian Art *4 semester hours*
- ARHS 3331 Arts of Africa *4 semester hours*
- ARHS 3341 Arts of Islam *4 semester hours*
- ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones *4 semester hours*
- ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art *4 semester hours*
- ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy *4 semester hours*
- ARHS 4998 Special Studies *1 TO 4 semester hours*

Note:

***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.

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 Arts degree in Biology (see the Biology 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.

Secondary Teacher Preparation Program for Spanish

Students interested in obtaining a Spanish secondary teaching credential for the State of California must fulfill the requirements for the Spanish major and take two additional Spanish courses: SPAN 4252 and SPAN 4474 or their equivalents. They will also have to take courses and do their teaching practice under the School of Education. To complete all requirements in four years, Spanish majors are encouraged to start this process early by contacting the Center for Undergraduate Teacher Preparation (CUTP) to learn about the School of Education requirements.

For additional information, contact Professor [Alicia Partnoy](#), STPP-Spanish Director.

LMU Extension

Introduction

At LMU Extension, we believe education is the solution to navigating a world of change. As such, our goal is to provide adult learners--at whatever stage of life they may be--with adaptable opportunities for the development of their imagination, conscience, and intellect, whether it is on the campus, in the community, or online. With nearly 130 professional certificate programs and over 700 courses, in a variety of subjects and delivery methods, there is something for everyone at LMU Extension.

Let us help you open new doors, inspire new ways of thinking, explore hidden talents, and awaken a renewed sense of purpose.

Contact Information

Location: University Hall, Suite 1840

Email: extension@lmu.edu

Phone: 310.338.1971

Fax: 310.338.2706

Office Hours: Monday-Friday, 8:00 a.m.-5:00 p.m.

Institutional Accreditation

Accreditation--a seal of approval by professional peers--indicates that an institution or program meets the quality standards of the group conferring the accreditation. Loyola Marymount University is regionally accredited by the Western Association of Schools and Colleges (WASC). All programs and coursework offered by LMU Extension are developed and facilitated in accordance with rigorous academic standards.

Program-specific Accreditation

- Western Association of Schools and Colleges (Degree Completion Program)
- California Consortium of Addiction Programs and Professionals--Education Institute (Alcohol and Drug Counseling Program)
- International Association of Yoga Therapists (Yoga Therapy Program)

For a complete list of the university's accrediting organizations, visit <https://www.lmu.edu/about/accreditation>.

Academic Credit

LMU Extension is not a degree-granting unit. Academic credit is awarded by LMU Extension as semester hours, however this credit is not equivalent to semester hours in the degree-granting units of the greater University. There are three major groupings of courses: Professional

Development, Continuing Education and Personal Enrichment. The department rubric ends in the letter 'X' and the courses are numbered 800 through 999.

The first grouping is Professional Development courses in a certificate or professional development program with identifiable subject areas or in particular disciplines, e.g., EDUX for teacher education. These are offered under a departmental rubric and carry University semester hours of continuing education/professional development credit. The second grouping is Continuing Education 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 grouping is personal enrichment courses covering a variety of activities of interest to the community.

Continuing Education Units (CEUs)

For Legal Professionals: Loyola Marymount University certifies that certain activities identified in the catalog have been approved for Minimum Continuing Legal Education (MCLE) credit by the State Bar of California for the hours listed for those courses.

For Nursing Professionals: Loyola Marymount University is approved by the California Board of Registered Nursing, CEP 12698, to offer continuing education credit.

For Psychologists, Counseling Professionals, and Social Workers: Loyola Marymount University is approved by the California Board of Behavioral Sciences to provide CEUs for psychologists, counselors, MFTs, and LCSWs.

Transferring Credit

Some LMU Extension courses may qualify for academic credit at other colleges and universities. The transferability and equivalency of such credit, or articulation, is solely determined by the institution to which you are applying. Course descriptions and learning outcomes are taken into consideration. Be sure to have your course description and syllabus available in case it is requested.

Degrees, Programs, and Courses

[Theological Studies Degree Completion Program](#)

[LMU Extension Online Catalog](#)

Bachelors

Theology, B.A.

Description

This is a three-year, cohort-model program designed for working adults. Cohort means that all students enrolled in the program must take all 16 courses, in the order that those courses are offered, in order to graduate with a B.A. All enrolled students will adhere to the same schedule for all three years of the program.

Classes will be held at Aquinas High School in San Bernardino.

The Theological Studies major in this program introduces students to the pastoral and theological tradition of the Church; both content and context are the hallmarks of this approach:

The content of what the Church teaches (for example, Biblical theology, the Church's theology in historical perspective, theological ethics, major theological theme)

The context in which the Church carries out its mission (for example, world religions of Los Angeles, U.S. Latina/o Theology, missionary disciples, major theological thinker)

Finally, the major is rounded out with courses that explore how the Church practices its ministry (ministry and pastoral leadership, and contemplatives in action). In the process, students learn how to analyze texts, think and write critically, and integrate reason and faith.

Major Requirements

Students must complete 60 semester credit hours of coursework, in good academic standing, to receive the Bachelor of Arts degree. This includes 40 credit hours of Theological Studies coursework, 16 credit hours of Core (general education) coursework, as well as an introductory course and a capstone course.

Required Coursework

- EDUZ 9000 Introduction to Degree Completion *2 semester hours*
- THSZ 9000 Introduction to Biblical Theology and Interpretation *4 semester hours*
- THSZ 9002 Missionary Disciples: Exploring the Catholic Pastoral-Theological Tradition *4 semester hours*
- THSZ 9001 World Religions of Los Angeles *4 semester hours*
- THSZ 9009 History of Christian Theology *4 semester hours*
- THSZ 9007 U.S. Latino/a Theology *4 semester hours*
- THSZ 9003 Ministry and Pastoral Leadership *4 semester hours*
- THSZ 9004 Contemplatives in Action: Psychology, Spirituality, and Liberation *4 semester hours*
- THSZ 9005 Topics in Theological Ethics *4 semester hours*
- THSZ 9006 Major Theological and Religious Thinker *4 semester hours*
- THSZ 9008 Major Theological and Religious Theme *4 semester hours*
- HISZ 9000 Chicana/o History *4 semester hours*
- APAZ 9000 Immigration and Los Angeles *4 semester hours*

- ECOZ 9000 Economics and Ethics *4 semester hours*
- ENGZ 9000 The Literature of the New Land: American Expatriate Writers *4 semester hours*
- THSZ 9010 Pastoral Intergration *2 semester hours*

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 Admission Office is located in Von der Ahe 235. 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
Von der Ahe 235
Los Angeles, CA 90045-2659

Academic Programs and Services

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. Because the program serves students from all undergraduate majors, across colleges and schools, it is housed outside of individual colleges and schools and instead is overseen through the Office of the Provost. The University Honors Program offers interdisciplinary Core courses and extra-curricular 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 take the Honors Core instead of the general LMU core. Our seminar-style courses are taught by talented faculty members from across the University. Our faculty use innovative teaching strategies to create engaging and academically rigorous learning environments.

The University Honors Program also offers co-curricular and extracurricular activities and events that create intellectually stimulating experiences beyond the classroom. A signature of our program is that all Honors students complete independent research or scholarship under a faculty member's mentorship. Some students' projects are funded through competitive grants, through the Honors Program. These grant opportunities allow our students to conduct their research in locations around the world. And almost all of our students present their work, either at LMU's Undergraduate Research Symposium or at national and international conferences.

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 Coordinator 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 medallion to be worn with their academic regalia at Commencement.

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://academics.lmu.edu/honors>.

Further details on requirements are continued under "University Honors Program" in the University Bulletin.

Academy of Catholic Thought and Imagination

The Academy of Catholic Thought and Imagination at Loyola Marymount University is a community of scholars who work in dialogue with the Catholic intellectual tradition by developing, critically examining, communicating, or otherwise engaging the rich resources of Catholic thought and imagination, especially as it is informed by Jesuit and Ignatian vision. The Academy serves as a hub for scholarship, interdisciplinary research, innovative pedagogy, and creative outreach across LMU's campus, in the southwest United States and beyond.

ACTI supports a diverse array of activities:

- Producing scholarship

- Collaborating with other Jesuit and Catholic institutions

- Nourishing LMU's intellectual vitality

- Collaborating and facilitating interaction with and between existing LMU centers and institutes whose missions overlap that of the Academy

- Contributing to the development of curricula across schools and departments

- Engaging wider local, national, and global communities through lectures, symposia, workshops and collaborative events.

ACTI is located on the fourth floor of University Hall, in Suite 4404. For additional information on ACTI services, please call 310.338.7759 or visit the website at <http://academics.lmu.edu/acti>.

Academic Resource Center

The Academic Resource Center (ARC) at Loyola Marymount University provides academic support for all degree-seeking LMU students. It is the mission of the ARC to promote engaged academic citizenship and to provide opportunities for students to become more fully integrated into the rich and diverse culture of the university. Services include tutoring, university advising, the First To Go Program, and the LMU Common Book Program.

The ARC offers content tutoring for gateway courses in subjects such as chemistry, psychology, and the modern languages, while the undergraduate and graduate tutors in the Writing Center provide one-on-one support for writing assignments in any course.

Students who need assistance locating, understanding, and utilizing their academic planning tools may meet with an ARC University Advisor. University Advisors act as supplemental advisors to LMU faculty and college advisors

For first-generation college students, the ARC provides special programs, events, and travel opportunities through the First To Go Program. Through the LMU Common Book, in collaboration with the Hannon Library, the ARC conducts events and provides free copies of the Common Book to students in Rhetorical Arts courses.

The ARC is located on the second floor of Daum Hall, and all services are included in the cost of tuition. For additional information on ARC services, please call 310.338.2847 or visit www.lmu.edu/arc.

Air Force ROTC

Air Force ROTC at Loyola Marymount University provides an opportunity for students to become commissioned officers in the United States Air Force. The program is typically completed in four years, but there is some flexibility for students to finish the requirements on an accelerated timeline. The program seeks to better develop students in the areas of character, leadership, physical fitness, and academic performance. In addition, AFROTC provides opportunities for scholarships and other financial aid. More information can be found under the "Aerospace Studies" section of this University Bulletin.

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. Courses are offered in Modern Greek history, the Greek Orthodox tradition and spirituality, Modern Greek literature, language and culture, theater, and film. Every summer the Center organizes the Odyssey Program, a four-week travel and study program in Greece. The program is open to all LMU students.

The Center has the following goals:

- To offer courses in modern Greek language, post-classical and modern literature and history, the Greek Orthodox tradition, theatre, cinema, dance, music, and the fine arts

- To encourage students to pursue a minor in Modern Greek Studies

- To sponsor lectures on subjects pertaining to Greece which are of interest to the academic community and to the public at large

- To encourage students and faculty to pursue studies and research projects in Greece.

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

The Center also sponsors and organizes lectures, readings, film screenings, concerts, symposia, and exhibitions on topics of interest to the university and the community at large.

The Caloyeras Center for Modern Greek Studies is located in University Hall. For more information, call 310.338.4463 or visit the website at <http://bellarmine.lmu.edu/moderngreek>.

LMU Extension

Continuing Education

LMU Extension is the continuing education unit of Loyola Marymount University. Utilizing both in-class and online platforms, LMU Extension offers transformative learning opportunities by means of professional certificate programs, coursework and special events in business and nonprofit development, counseling, education, ministry, the arts and humanities, and other fields of study that support the academic and professional goals of nontraditional students and lifelong learners.

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.

LMU Extension is located in University Hall, Suite 1863. For more information, please call 310.338.1971 or visit the website at <http://academics.lmu.edu/extension>.

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.

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.

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 Transfer Admission at transfer@lmu.edu.

Postbaccalaureate Premedical Program

The Loyola Marymount University Postbaccalaureate 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/centerforstudentsuccess/healthprofessionsadvising/pre-medical-post-baccalaureateprogram>.

For questions about the program, please send an email to pre-health@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, BIOL 102, BIOL 111, BIOL 112, BIOL 201, BIOL 202; CHEM 110, CHEM 111, CHEM 112, CHEM 113, CHEM 220, CHEM 221, CHEM 222, CHEM 223; English (6 semester hours); MATH 122, MATH 123; PHYS 2500, PHYS 2550; and PSYC 1000. 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.

Study Abroad

LMU's mission inspires the university's strong commitment to global education. As part of Global-Local Initiatives and an expansive network of institutional partnerships, LMU offers study abroad programming in over 60 locations worldwide, including several U.S.-based options. These semester and summer academic programs, which also include LMU faculty-led cohorts, are administered by LMU Study Abroad and often feature internships, service-learning, and research. LMU Study Abroad provides students with exceptional opportunities to learn from other cultures, earn credits towards graduation, and develop a more global perspective.

To participate, students must first apply with LMU Study Abroad and be in good standing with the university. Students are expected to fully abide by LMU's Student Codes and Policies, as well as those of the program or host institution, and laws of the host country. Students receive academic credit for successful participation in LMU's approved programs. Courses can fulfill major/minor/core requirements with approval from the Office of the Registrar. Most program courses are taught in English with language study available. Planning in advance is always recommended to maximize program options.

While participating in LMU's semester-term programs, students maintain their full-time LMU enrollment and take a full-time course load. For most semester programs, students pay LMU tuition plus program fee and retain applicable financial aid. LMU's faculty-led summer and short-term programs abroad have separate fees, deadlines, and billing policies.

Earning credit for LMU's approved study abroad programs

For LMU's programs that offer transfer credit, students submit a completed Transfer Course Review (TCR) form with the office of the Registrar as part of the study abroad application process. The TCR form should list all courses a student is intending to take along with several alternates. The Office of the Registrar and Associate Deans' Offices evaluate courses for transferability to LMU, as well as fulfillment of major, minor, or core requirements, and determine the eligibility of each course for LMU degree credit.

Study abroad coursework completed through an LMU-approved 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 coursework completed at an approved partner institution must be documented on an official academic record from an institution recognized by the Ministry or Department of Education of that country.

Up to 18 units earned as transfer work through LMU-approved study abroad can be applied towards LMU's residency requirement but cannot exceed the transfer policy of 60 units of lower-division or 90 units of upper-division unit for a total maximum of 90 transfer units.

For semester and summer programs that provide LMU credit, students register for their study abroad courses directly through PROWL. A TCR form is not needed.

All students are encouraged to develop a four-year plan that includes studying abroad and consult with their Academic Advisor early on to discuss what required courses in their major or minor may need to be taken on campus at LMU, and what requirements can be accomplished through coursework abroad.

For more information regarding LMU's Study Abroad opportunities and a complete list of available programs, please consult lmu.edu/studyabroad

Thomas and Dorothy Leavey Center for the Study of Los Angeles

The Thomas and Dorothy Leavey Center for the Study of Los Angeles is one of the leading undergraduate research centers in the nation. It is a respected leader in public opinion surveys, exit polling, and leadership and community studies.

Founded in 1996, the Center conducts groundbreaking research through its LA Votes exit poll project, LA Riots Anniversary Studies, and LA Region Public Opinion and Leaders Surveys.

It provides rigorous, mentored research experiences for undergraduate students with an emphasis on hands-on field research.

The Leavey Center for the Study of Los Angeles is located in University Hall, Suite 4119. For more information, please call 310.338.4565 or visit the website at <http://academics.lmu.edu/studyla>.

University Library

The William H. Hannon Library serves as the cultural and intellectual heart of the LMU Campus. The librarians at the Hannon Library support the academic success of each student and faculty member by providing outstanding information resources, expert research assistance, and access to advanced technology in a beautiful and comfortable setting. Housed in a modern LEED Gold certified building located centrally on campus overlooking the bluff and the city of Los Angeles, LMU librarians offer services and collections both physical and digital to support the learning and research needs of the LMU community 24 hours a day.

Information literacy-the ability to identify information needs, locate and access relevant information, and critically evaluate a diverse array of sources-is a key skill embedded throughout all four years of the LMU Core Curriculum. LMU Librarians collaborate closely with faculty to offer expert, customized information literacy instruction to help students develop and hone their research and critical thinking skills in every discipline. In addition to research instruction integrated into the classroom, expert help is available from a librarian in-person at the Information Desk and 24/7 in a variety of formats including chat, email, and phone.

Hannon Library's collections include more than 600,000 ebooks, 598,000+ in print, 53,000+ online journals, and approximately 350 online research databases. The Department of Archives and Special Collections houses rare books, manuscripts, art, and the University Archives. Notable holdings include original works by St. Thomas More, Oliver Goldsmith, and other rare English and American first editions. Other important collections include the papers of the motion picture producer Arthur P. Jacobs, best known for the *Planet of the Apes* series, and the Werner Von Boltensern postcard collection, which contains over a million cards. The library 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 Digital Library Program leads and facilitates digital scholarship and digital humanities on campus. *LMU Digital Collections* showcases digitized materials from the Department of Archives and Special Collections, contain materials in various formats, and cover a variety of subject areas including the history of Southern California, Catholicism in Los Angeles, and Loyola Marymount University; postcards from around the world; medieval manuscripts and more. *Digital Commons at Loyola Marymount University and Loyola Law School*, an initiative of the William H. Hannon Library and the William M. Rains Library, serves faculty and institutional interests by collecting, organizing, preserving, and disseminating faculty and student scholarship and creative works in a digital, open-access environment. It also serves as the platform for the publication of the university's law and other academic journals.

The library also contributes to the education of the whole person through a robust and diverse lineup of cultural and intellectual programming and exhibitions. By partnering with a wide range of campus units throughout the academic year, the library offers entertaining and educational author talks, discussions, receptions, installations, and performances designed to highlight library collections and the research and creative works of our LMU students and faculty.

University Administration and Faculty

University Administration

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Bryant Alexander	Interim Dean, School of Film and Television
Kristine Brancolini	Dean, William H. Hannon Library

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Robbie Williams	Chief of Public Safety

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Brietta R. Clark	Associate Dean, Faculty
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John Hoyt	Assistant Dean, Enrollment Management
Justin Levitt	Associate Dean, Research
Jannell Roberts	Senior Assistant Dean, Admissions and Enrollment Services
Graham Sherr	Assistant Dean, Employer Engagement
Priya Sridharan	Associate Dean, Graduate Programs and Strategic Initiatives
Linda Whitfield	Senior Assistant Dean, Career Development

University Faculty

JENNIFER S. ABE (1994)

Professor of Psychology

B.A., Wheaton College, 1985;

M.A., University of California, Los Angeles, 1987;

Ph.D., University of California, Los Angeles, 1992.

REBECA ACEVEDO (1996)

Professor of Modern Languages and Literatures

B.A., University of Guadalajara, 1984;

M.A., University of California, Los Angeles, 1991;

Ph.D., University of Michigan, 1996.

TERESE C. ACEVES (2004)

Professor of Specialized Programs in Professional Psychology, and Department Chairperson

B.A., University of California, Berkeley, 1992;

M.A., Loyola Marymount University, 1999;

M.Ed., University of California, Santa Barbara, 2003;

Ph.D., University of California, Santa Barbara, 2004.

SHANE ACKER (2015)

Associate Professor of Animation

B.A., University of Florida, 1994;

M.A., University of California, Los Angeles, 1999;

M.F.A., University of California, Los Angeles, 2005.

RACHEL G. ADAMS (2004)

Professor of Civil Engineering and Director of Environmental Science

B.S., University of Michigan, 1994;

M.S., Massachusetts Institute of Technology, 2000;

Ph.D., Massachusetts Institute of Technology, 2002.

ZAHRA ALAVI (2020)

Assistant Professor of Physics and Engineering Physics

B.S., Sharif University of Technology, 2011;

Ph.D., University of California, Los Angeles, 2017.

BRYANT KEITH ALEXANDER (2012)

Professor of Communication Studies and Dean, College of Communication and Fine Arts

B.A., University of Louisiana, Lafayette, 1985;

M.S., University of Louisiana, Lafayette, 1987;
Ph.D., Southern Illinois University, Carbondale, 1988.

HAWLEY C. ALMSTEDT (2005)

Professor of Health and Human Sciences

B.S., San José State University, 1999;
M.A., San José State University, 2001;
Ph.D., Oregon State University, 2005.

SHAUN M. ANDERSON (2017)

Assistant Professor of Communication Studies

B.A., University of Arkansas, Pine Bluff, 2005;
M.S., Arkansas State University, 2007;
Ph.D., West Virginia University, 2016.

CARA ANZILOTTI (1996)

Associate Professor of History

B.A., University of California, Davis, 1978;
M.A., California State University, Long Beach, 1987;
Ph.D., University of California, Santa Barbara, 1994.

HOSSEIN ASGHARI (2017)

Assistant Professor of Electrical Engineering

B.S., Khaje Nasir Toosi University of Technology, Iran, 2004;
M.S., Sharif University of Technology, Iran, 2006;
Ph.D., University of Quebec-INRS, Canada, 2011.

PEZHMAN HASSANPOUR ASL (2012)

Assistant Professor of Mechanical Engineering

B.A.S., University of Tehran, 2002;
M.A.S., Sharif University of Technology, 2004;
Ph.D., University of Toronto, 2008.

SHERI ATWATER (2015)

Professor of Specialized Programs in Professional Psychology and Director of the Counseling Program

B.A., Stanford University, 1996;
M.A., University of California, Berkeley, 1999;
Ph.D., University of California, Berkeley, 2003.

STEPHANIE E. AUGUST (1999)

Professor of Computer Science

B.A., University of California, Los Angeles, 1972;
M.S., University of California, Los Angeles, 1985;
Ph.D., University of California, Los Angeles, 1991.

JOSÉ IGNACIO BADENES, S.J. (1997)

Professor of Modern Languages and Literatures and Associate Provost for Undergraduate Education

B.S., Georgetown University, 1980;
M.A., University of North Carolina, Chapel Hill, 1986;
M.Div., Jesuit School of Theology, Berkeley, 1992;
Th.M., Jesuit School of Theology, Berkeley, 1993;
Ph.D., University of California, Santa Barbara, 1996.

JASON S. BAEHR (2003)

Professor of Philosophy

B.A., Arizona State University, 1994;
M.A., Biola University, 1996;
Ph.D., University of Washington, 2002.

MARTA BALTODANO (2000)

Professor of Teaching and Learning

J.D., Universidad Centro Americana, 1980;
B.S., Universidad Centro Americana, 1985;
M.A., University of California, Los Angeles, 1993;
Ph.D., Claremont Graduate University, 1998.

MARK BANDSUCH, S.J. (2003)

Associate Professor of Business Law

B.S.A., Miami University, 1984;
J.D., Cleveland State University, 1987;
M.Div., Jesuit School of Theology, Berkeley, 2000.

ARNAB BANERJI (2015)

Assistant Professor of Theatre Arts

B.A., Jadavpur University, India, 2007;
M.A., Jadavpur University, India, 2009;
Ph.D., University of Georgia, 2014.

MIRANDA BANKS (2019)

Associate Professor of Film, Television, and Media Studies

B.A., Stanford University, 1994;
M.A., University of California, Los Angeles, 1998;
Ph.D., University of California, Los Angeles, 2006.

SUSAN TORREY BARBER (1991)

Associate Professor Emerita of Film, Television, and Media Studies

B.A., University of Michigan, 1969;
M.E., University of Montana, 1973;
M.A., University of Southern California, 1983;
Ph.D., University of Southern California, 1988.

ANNA BARGAGLIOTTI (2011)

Professor of Mathematics

B.A., University of California, Santa Barbara, 2000;

M.S., University of California, Los Angeles, 2007;

Ph.D., University of California, Irvine, 2007.

GRAHAM BEATTIE (2019)

Assistant Professor of Economics

B.A., McGill University, 2008;

M.A., University of Toronto, 2009;

Ph.D., University of Toronto, 2016.

MARILYN BEKER (1986)

Professor of Screenwriting

B.A., University of Toronto, 1967;

M.A., Concordia University, 1974.

DIANE BENEDICT (1997)

Professor of Theatre Arts

B.A., University of Southern California, 1977;

M.F.A., University of California, Los Angeles, 1989.

MICHAEL C. BERG (1989)

Professor of Mathematics

B.A., University of California, Los Angeles, 1978;

Ph.D., University of California, San Diego, 1985.

WENDY J. BINDER (2004)

Professor of Biology

B.S., University of California, Los Angeles, 1990;

M.S., Purdue University, 1993;

Ph.D., University of California, Los Angeles, 1998.

CARLA J. BITTEL (2003)

Associate Professor of History

B.A., University of California, Davis, 1995;

M.A., Cornell University, 1999;

Ph.D., Cornell University, 2003.

SARAH JOY BITTICK (2019)

Assistant Professor of Biology

B.S., University of California, Los Angeles, 2009;

C. Phil., University of California, Los Angeles, 2013;

Ph.D., University of California, Los Angeles, 2017.

LANCE H. BLAKESLEY (1974)

Associate Professor of Political Science

B.A., University of Illinois, 1965;
M.A., Northwestern University, 1967;
Ph.D., Northwestern University, 1970.

ANTHONY BODLOVIC (2017)

Assistant Professor of Marital and Family Therapy and Program Director

M.A., Loyola Marymount University, 2005;
M.A., Loyola Marymount University, 2008;
Ph.D., University of California, Los Angeles, ***.

NICOLE C. BOUVIER-BROWN (2009)

Associate Professor of Chemistry and Biochemistry

B.S., Saint Mary's College of California, 2003;
Ph.D., University of California, Berkeley, 2008.

STEFAN M. BRADLEY (*)**

Professor of African American Studies and Chairperson of the Department

B.A., Gonzaga University, ***;
M.A., Washington State University, ***;
Ph.D., University of Missouri, ***.

ARINDAM BRAHMA (2018)

Assistant Professor of Information Systems and Business Analytics

B.S., Indian Institute of Technology, India, 1985;
M.S., National Institute of Industrial Engineering, India, 1987;
Executive Certificate, Stanford University, 2001.

DOMINIQUE BRAXTON (2019)

Assistant Professor of Marketing

B.S. in B.A., University of Nevada, Las Vegas, 2009;
Ph.D., University of California, Irvine, 2019.

MICHAEL BRODSKY (1988)

Professor of Art and Art History

B.A., University of California, Santa Cruz, 1975;
B.A., University of California, Santa Cruz, 1975;
M.F.A., California Institute of the Arts, 1978.

JANE MARIE BRUCKER (1993)

Professor of Art and Art History

B.A., San Diego State University, 1982;
M.F.A., Claremont Graduate University, 1985;
M.A., Claremont School of Theology, 1992.

MYLA BUI-NGUYEN (2009)

Associate Professor of Marketing

B.A., Loyola University New Orleans, 2003;
M.B.A., Loyola University New Orleans, 2005;
Ph.D., University of Arkansas, 2009.

JOHN BULMAN (1982)

Professor of Physics

B.S., Brown University, 1973;
M.S., University of Pennsylvania, 1975;
Ph.D., Tufts University, 1981.

ROB BURCHFIELD (1998)

Associate Professor of Animation

B.A., University of California, Los Angeles, 1982;
M.F.A., University of California, Los Angeles, 1998.

STACY LEE BURNS (2000)

Professor of Sociology

B.A., University of California, Los Angeles, 1976;
M.A., University of California, Los Angeles, 1978;
J.D., Yale University, 1982;
Ph.D., University of California, Los Angeles, 1999.

STACEY CABAJ (2019)

Assistant Professor of Acting and Pedagogy and Director of MFA in Performance Pedagogy

B.F.A., The Boston Conservatory at Berklee, 2008;
M.F.A., Virginia Commonwealth University, 2012.

MÓNICA CABRERA (2005)

Associate Professor of Modern Languages and Literatures

B.A., Pontificia Universidad Católica del Perú, 1991;
M.A., University of Southern California, 2001;
Ph.D., University of Southern California, 2005.

MARNE L. CAMPBELL (2013)

Associate Professor of African American Studies

B.A., University of California, Los Angeles, 1997;
M.A., University of California, Los Angeles, 2000;
Ph.D., University of California, Los Angeles, 2006.

ROBERTO CANCIO (2019)

Assistant Professor of Sociology

A.A., East Los Angeles College, 2011;
B.A., University of California, Berkeley, 2013;
M.A., University of Miami, 2015;

C.P.E., University of Florida, 2017;
Ph.D., University of Miami, 2018.

CHRISTOPHER CAPPELLI (2019)

Assistant Professor of Health and Human Sciences
B.S., Loyola Marymount University, 2006;
M.P.H., University of Southern California, 2008;
Ph.D., Claremont Graduate University, 2018.

DAVID CARTER (2020)

Assistant Professor of Music

CHRISTOPHER KEY CHAPPLE (1985)

Professor of Theological Studies, Navin and Pratima Doshi Professor of Indic and Comparative Theology, and Director of Yoga Studies
B.A., State University New York, Stony Brook, 1976;
M.A., Fordham University, 1978;
Ph.D., Fordham University, 1980.

CONSTANCE J.S. CHEN (2003)

Associate Professor of History and Director of Asian Pacific American Studies
B.A., University of California, Irvine, 1992;
M.A., University of California, Los Angeles, 1995;
Ph.D., University of California, Los Angeles, 2000.

DONG CHEN (2004)

Professor of Management
B.A., Renmin University of China, 1994;
M.A., Renmin University of China, 1996;
Ph.D., Renmin University of China, 1999;
Ph.D., Rutgers University, 2004.

FERYAL CHERIF (2011)

Associate Professor of Political Science
B.A., University of California, San Diego, 1999;
M.A., New York University, 2002;
Ph.D., New York University, 2005.

STUART CHING (2001)

Associate Professor of English
B.Ed., University of Hawaii, Manoa, 1987;
M.F.A., Colorado State University, 1990;
Ph.D., University of Nebraska, 2000.

PHILIP J. CHMIELEWSKI, S.J. (2002)

Professor of Electrical Engineering and Sir Thomas More Chair in Engineering Ethics

A.B., Loyola University of Chicago, 1971;

M.A., Boston College, 1976;

D.T., S.T.B., Die Hochschule Sankt Georgen, Frankfurt, 1981;

Ph.D., Yale University, 1987.

S.W. TINA CHOE (1996)

Professor of Chemistry and Biochemistry and Dean of the Frank R. Seaver College of Science and Engineering

B.S., University of California, Los Angeles, 1988;

Ph.D., University of California, Los Angeles, 1994.

DAVID CHOI (2003)

Professor of Management and Director of the Fred Keisner Center for Entrepreneurship

B.S.E., University of California, Berkeley, 1989;

M.E., University of California, Berkeley, 1990;

Ph.D., University of California, Los Angeles, 1997.

DOUGLAS CHRISTIE (1994)

Professor of Theological Studies

B.A., University of California, Santa Cruz, 1977;

M.A., Oxford University, 1980;

Ph.D., Graduate Theological Union, 1988.

DAVID CLAWSON (2019)

Assistant Professor of Screenwriting

B.A., University of Arizona, 1989;

B.A., University of Arizona, 1989;

M.F.A., University of Southern California, 1997.

VINCENT P. COLETTA (1969)

Professor of Physics

B.S., Christian Brothers College, 1964;

Ph.D., University of Notre Dame, 1970.

ERNESTO COLIN (2011)

Associate Professor of Teaching and Learning

B.A., Loyola Marymount University, 1999;

M.A., Loyola Marymount University, 2001;

Ph.D., Stanford University, 2011.

KRISTEN COVINO (2019)

Assistant Professor of Biology

B.S., Canisius College, 2004;

M.S., University of Maine, 2008;
Ph.D., University of Southern Mississippi, 2016.

ROBBIN D. CRABTREE (2014)

Professor of Women's and Gender Studies and Dean, Bellarmine College of Liberal Arts

B.A., University of California, Santa Barbara, 1982;
M.A., University of Minnesota, 1986;
Ph.D., University of Minnesota, 1992.

ALISSA S. CRANS (2004)

Professor of Mathematics

B.S., University of Redlands, 1999;
M.S., University of California, Riverside, 2000;
Ph.D., University of California, Riverside, 2004.

CHAYA CROWDER (2020)

Assistant Professor of Political Science

DEEPA DABIR (2011)

Associate Professor of Biology

B.S., St. Xavier's College (Mumbai, India), 1998;
M.S., University of Pune, India, 2000;
Ph.D., University of Pennsylvania, 2006.

KAM D. DAHLQUIST (2005)

Professor of Biology and Chairperson of the Department

B.A., Pomona College, 1993;
Ph.D., University of California, Santa Cruz, 2000.

LI DAI (2011)

Associate Professor of Management

B.A., University of Toronto, 2006.

HAN DAI-YU (2006)

Professor of Art and Art History

B.A., China National Academy of Art, 1991;
M.F.A., China National Academy of Art, 1999.

ANTONIA DARDER (2001)

Leavey Presidential Chair and Professor of Educational Leadership

B.A., California State University, Los Angeles, 1980;
M.A., Pacific Oaks College, 1981;
Ph.D., Claremont Graduate University, 1989.

KURT DAUGHERTY (2006)

Professor of Recording Arts

B.A., San Diego State University, 1981;
M.F.A., University of California, Los Angeles, 2000.

KARENMARY DAVALOS (1997)

Professor of Chicana/o Studies

B.A., Stanford University, 1987;
M.A., Stanford University, 1987;
Ph.D., Yale University, 1993.

JEFFREY DAVIS (2001)

Associate Professor of Screenwriting

B.A., Emerson College, 1970;
M.F.A., University of Iowa, 1972.

ALLAN DECK, S.J. (2011)

Professor of Theological Studies

B.A., Saint Louis University, 1969;
M.Div., Jesuit School of Theology in Berkeley, 1976;
S.T.D., Pontifical Gregorian University, 1988;
Ph.D., Saint Louis University, 1973.

TYLER DEGROOT (2020)

Assistant Professor of Accounting

B.S., California Lutheran University, 2010;
M.B.T., University of Southern California, 2011.

FRANCA DELL'OLIO (2006)

Associate Professor of Educational Leadership and Associate Dean for Continuous Improvement and Accreditation

B.A., Loyola Marymount University, 1990;
M.A., Loyola Marymount University, 1996;
Ed.D., Pepperdine University, 2006.

ROBERTO DELL'ORO (2003)

Professor of Theological Studies and Director of The Bioethics Institute

S.T.B., University of Milan, 1983;
S.T.L., Gregorian University, 1985;
Ph.D., Gregorian University, 1992.

SEAN DEMPSEY, S.J. (2015)

Assistant Professor of History

B.A., University of Notre Dame, 1995;
M.A., Saint Louis University, 2005;
M.Div., Jesuit School of Theology, Berkeley, 2008.

JAMES DEVINE (1985)

Professor of Economics

B.A., Yale University, 1974;

Ph.D., University of California, Berkeley, 1981.

THERESIA DE VROOM (1990)

Professor of English and Director of the Marymount Institute for Faith, Culture, and the Arts

B.M., University of Southern California, 1980;

B.A., University of Southern California, 1980;

M.A., Emory University, 1982;

Ph.D., University of Southern California, 1988.

VANESSA J. DÍAZ (2019)

Assistant Professor of Chicana/o and Latina/o Studies

B.A., New York University, 2005;

M.A., University of Michigan, 2009;

Ph.D., University of Michigan, 2015.

ANDREW DILTS (2011)

Associate Professor of Political Science

B.A., Indiana University, Bloomington, 2002;

M.A., The University of Chicago, 2004;

Ph.D., The University of Chicago, 2008.

JOHN DAVID N. DIONISIO (2004)

Professor of Computer Science and Associate Director of the University Honors Program

B.S., Loyola Marymount University, 1991;

M.S., University of California, Los Angeles, 1993;

Ph.D., University of California, Los Angeles, 1996.

JASON D'MELLO (2014)

Assistant Professor of Management

B.A., Western Michigan University, 2006;

M.B.A., Loyola Marymount University, 2010;

Ph.D., University of Louisville, 2015.

SAERI CHO DOBSON (2007)

Professor of Art and Art History and Chairperson of Studio Arts

B.F.A., Parsons The New School for Design, 1996;

M.F.A., Art Center College of Design, 2000.

LAMBERT A. DOEZEMA (2004)

Professor of Chemistry and Biochemistry

B.S., Trinity University, 1998;

M.S., University of California, Irvine, 2000;

Ph.D., University of California, Irvine, 2004.

DENNIS DRAPER (2019)

Professor of Finance

B.Sc., Northwestern University, 1970;

M.S., Stanford University, 1972;

Ph.D., Stanford University, 1979.

PHILIPPA M. DRENNAN (1995)

Professor of Biology

B.Sc., University of Natal, Durban, 1979;

B.Sc. (Hons), University of Natal, Durban, 1980;

Ph.D., University of Natal, Durban, 1987.

ELIZABETH DRUMMOND (2006)

Associate Professor of History and Chairperson of the Department

B.S., Georgetown University, 1993;

M.A., Georgetown University, 1997;

Ph.D., Georgetown University, 2004.

STEPHEN V. DUNCAN (1999)

Professor of Screenwriting

B.S., North Carolina A&T State University, 1971;

M.A., Loyola Marymount University, 1979.

MAHSA EBRAHIM (2018)

Assistant Professor of Mechanical Engineering

B.S., K. N. Toosi University of Technology, 2006;

M.S., K. N. Toosi University of Technology, 2009;

Ph.D., Villanova University, 2016.

PAIGE PETTYJOHN EDLEY (2003)

Professor of Communication Studies

B.A., Wake Forest University, 1984;

M.A., Wake Forest University, 1989;

Ph.D., Rutgers University, 1997.

JENNIFER L. EICH (1994)

Professor of Modern Languages and Literatures

B.A., Knox College, 1981;

M.A., University of California, Los Angeles, 1987;

Ph.D., University of California, Los Angeles, 1992.

SUSAN ELKINAWY (2003)

Professor of Finance and Chairperson of the Department

B.A., University of California, Los Angeles, 1992;

M.B.A., Loyola Marymount University, 1998;

M.S., University of Oregon, 2001;
Ph.D., University of Oregon, 2003.

SARAH EMANUEL (2020)

Assistant Professor of Theological Studies

KAREN B. ENRIQUEZ (2016)

Assistant Professor of Theological Studies

B.S., Ateneo de Manila University, Philippines, 1996;

M.T.S., Weston Jesuit School of Theology, 2000;

Ph.D., Boston College, 2011.

ELLEN A. ENSHER (1997)

Professor of Management

B.A., Loyola Marymount University, 1987;

M.P.A., University of California, Los Angeles, 1990;

M.A., Claremont Graduate University, 1994;

Ph.D., Claremont Graduate University, 1997.

FULYA ERSOY (2019)

Assistant Professor of Economics

B.A., Bogazici University, 2010;

M.A., Sabanci University, 2012;

Ph.D., Stanford University, 2018.

CHARLES E. ERVEN (2002)

Associate Professor of Theatre Arts

B.A., University of Wisconsin, 1971;

M.F.A., University of Wisconsin, 1976.

OMAR S. ES-SAID (1985)

Professor of Mechanical Engineering

B.S., American University, Cairo, 1976;

M.S., American University, Cairo, 1978;

Ph.D., University of Kentucky, 1985.

FERNANDO ESTRADA (2012)

Associate Professor of Specialized Programs in Professional Psychology

B.S., University of California, San Diego, 2000;

M.A., Columbia University, 2004;

M.Ed., Columbia University, 2004;

Ph.D., Arizona State University, 2012.

CHRISTINA EUBANKS-TURNER (2014)

Associate Professor of Mathematics and Graduate Director of the Department

B.S., Xavier University, 2002;
M.S., University of Nebraska-Lincoln, 2004;
Ph.D., University of Nebraska-Lincoln, 2008.

ZAKI EUSUFZAI (1989)

Associate Professor of Economics and Chairperson of the Department

B.S.S., University of Dhaka, 1980;
M.A., Illinois State University, 1982;
Ph.D., University of California, Los Angeles, 1993.

CORY EVANS (2020)

Assistant Professor of Biology

B.S., University of California, Los Angeles, 1997;
Ph.D., University of California, Los Angeles, 2002.

MAXELLEND E ZIN (2019)

Assistant Professor of Biology

B.Sc., Spelman College, 1996;
Ph.D., University of Virginia, 2002.

JAMES D. FAUGHT (1974)

Professor of Sociology

B.A., San José State University, 1967;
M.A., San José State University, 1969;
Ph.D., University of Notre Dame, 1973.

ADAM W. FINGERHUT (2007)

Professor of Psychology

B.A., Stanford University, 1996;
M.A., University of California, Los Angeles, 2003.

JODI SUSAN FINKEL (2001)

Professor of Political Science

B.A., University of California, Los Angeles, 1989;
M.A., University of California, San Diego, 1992;
M.A., University of California, Los Angeles, 1996;
Ph.D., University of California, Los Angeles, 2001.

CHRISTOPHER J. FINLAY (2012)

Associate Professor of Communication Studies

B.A., Simon Fraser University, 2000;
M.A., Carleton University, 2002;
M.A., University of Pennsylvania, 2009;
Ph.D., University of Pennsylvania, 2011.

KERSTIN FISK (2020)

Associate Professor of Political Science

Ph.D., Claremont Graduate University, 2013.

EMILY S. FISHER (2005)

Professor of Specialized Programs in Professional Psychology

B.A., Connecticut College, 1996;

M.A., University of California, Santa Barbara, 2002;

Ph.D., University of California, Santa Barbara, 2005.

BEN G. FITZPATRICK (2001)

Professor of Mathematics and Clarence J. Wallen, S.J., Chair

B.S., Auburn University, 1981;

M.S., Auburn University, 1983;

Ph.D., Brown University, 1988.

VÉRONIQUE FLAMBARD-WEISBART (1992)

Professor of Modern Languages and Literatures and Chairperson of the Department

D.E.U.G., Université de Paris X, 1982;

Licence, Université de Paris X, 1983;

M.A., University of California, Los Angeles, 1985;

Ph.D., University of California, Los Angeles, 1990.

RUDOLF FLECK (1977)

Professor of Art and Art History

B.A., Loyola University, Los Angeles, 1973;

M.F.A., University of Oregon, 1977.

MÁIRE B. FORD (2006)

Associate Professor of Psychology

B.A., Santa Clara University, 1996;

M.A., University of California, Santa Barbara, 2003;

Ph.D., University of California, Santa Barbara, 2006.

ANDREW FORNEY (2017)

Assistant Professor of Computer Science

B.S., Loyola Marymount University, 2012;

M.S., University of California, Los Angeles, 2015;

Ph.D., University of California, Los Angeles, 2018.

RICHARD FOX (2007)

Professor of Political Science

B.A., Claremont McKenna College, 1989;

M.A., University of California, Santa Barbara, 1990;

Ph.D., University of California, Santa Barbara, 1995.

JUDITH G. FOY (1991)

Professor of Psychology

B.A., Eastern Washington University, 1980;
M.S., Eastern Washington University, 1981;
M.A., Kent State University, 1986;
Ph.D., Kent State University, 1987.

MICHAEL R. FOY (1987)

Professor of Psychology

B.S., University of California, Irvine, 1977;
M.S., Kent State University, 1981;
Ph.D., Kent State University, 1983.

LAUREL FRANZEN (2010)

Associate Professor of Accounting and Chairperson of the Department

B.A., University of California, San Diego, 1992;
M.B.A., Chapman University, 1995;
Ph.D., University of Washington, 2000.

JORDAN FREITAS (2019)

Assistant Professor of Computer Science

B.S., Creighton University, 2013;
Ph.D., University of California, Berkeley, 2019.

NANCY FUJISHIGE (2013)

Associate Professor of Biology

B.A., University of California, Los Angeles, 1996;
Ph.D., University of California, Los Angeles 2005.

JEFFREY GALE (1985)

Professor Emeritus of Management and Acting Chairperson of the Department (Fall 2019)

S.B., Massachusetts Institute of Technology, 1970;
S.M., Massachusetts Institute of Technology, 1971;
J.D., University of California, Los Angeles, 1975;
Ph.D., University of California, Los Angeles, 1976.

JOSE GARCIA-MORENO (2003)

Professor of Animation

B.A., Universidad Iberoamericana, Mexico, 1984;
M.A., Charles University, Czech Republic, 1989;
M.F.A., University of California, Los Angeles, 2001.

MARCELA GARCÍA-ROMERO (2019)

Associate Professor of Philosophy

B.A., University of Navarra, Pamplona, Spain, 1999;

M.A., University of Navarra, Pamplona, Spain, 2001
Ph.D., Ludwig-Maximilians-Universität, Munich, Germany, 2011.

GLENN GEBHARD (1995)

Professor of Film and Television Production

B.A., University of Dayton, 1973;

M.F.A., University of Southern California, 1980.

MICHAEL GENOVESE (1983)

Professor of Political Science and Loyola Chair of Leadership Studies

B.A., St. Mary's College, 1972;

M.A., University of Southern California, 1975;

Ph.D., University of Southern California, 1978.

EVAN GERSTMANN (1996)

Professor of Political Science

B.A., Oberlin College, 1983;

J.D., University of Michigan Law School, 1986;

M.A. University of Wisconsin, 1992;

Ph.D., University of Wisconsin, 1996.

YAMLAKSIRA GETACHEW (2017)

Assistant Professor of Management

B.A., Jimma University, Jimma, Ethiopia, 2004;

MBA, Addis Ababa University, Addis Ababa, Ethiopia, 2007;

Ph.D., University of Western Ontario, London, Canada, 2017.

NEGIN GHAVAMI (2017)

Assistant Professor of Psychology

B.A., University of California, Los Angeles, 2000;

M.A., California State University, Northridge, 2004;

Ph.D., University of California, Los Angeles, 2011.

RICHARD GILBERT (1986)

Professor of Psychology

B.A., Princeton University, 1977;

M.A., University of California, Los Angeles, 1979;

Ph.D., University of California, Los Angeles, 1982.

ALEX GLOSENBERG (2019)

Assistant Professor of Management

B.A., University of Colorado at Boulder, 2006;

Ph.D., North Carolina State University, 2017.

CECILIA GONZALEZ-ANDRIEU (2007)

Professor of Theological Studies

B.A., Loyola Marymount University, 1980;
M.A., Loyola Marymount University, 2001;
Ph.D., Graduate Theological Union, 2007.

VICTORIA L. GRAF (1979)

Professor of Teaching and Learning

B.A., De Paul University, 1972;
M.A., University of California, Riverside, 1975;
Ph.D., University of California, Riverside, 1980.

CHERYL GRILLS (1987)

Professor of Psychology

B.A., Yale University, 1980;
M.A., University of California, Los Angeles, 1982;
Ph.D., University of California, Los Angeles, 1985.

ARTHUR GROSS-SCHAEFER (1980)

Professor of Business Law

B.S., University of Southern California, 1973;
J.D., Boston College, 1976;
M.H.L., Hebrew Union, 1982;
C.P.A.

FERNANDO J. GUERRA (1984)

Professor of Chicana/o Studies and Political Science, Director of the Thomas and Dorothy Leavey Center for the Study of Los Angeles, and Assistant to the President for Civic Engagement

B.A., University of Southern California, 1980;
M.A., University of Michigan, 1982;
Ph.D., University of Michigan, 1990.

ANGÉLICA S. GUTIÉRREZ (2013)

Associate Professor of Management

B.S., University of California, Los Angeles, 2000;
M.P.P., University of Michigan, Ann Arbor, 2003;
Ph.D., University of California, Los Angeles, 2012.

RICHARD P. HADLEY, JR. (1991)

Associate Professor of Film, Television, and Media Studies

B.A., University of California, Berkeley, 1970;
M.A., University of Wisconsin, Madison, 1972;
M.F.A., University of Southern California, 1980;
Ph.D., University of Southern California, 1989.

TIMOTHY HAIGHT (2018)

Associate Professor of Accounting

B.A., University of California, San Diego, 2005;
Ph.D., University of California, Irvine, 2014.

JOSHUA HALLAM (2019)

Assistant Professor of Mathematics
B.S., Illinois State University, 2007;
M.S., Illinois State University, 2009;
Ph.D., Michigan State University, 2015.

MITCHELL HAMILTON (2012)

Associate Professor of Marketing
B.S., San Diego State University, 2002;
M.B.A., Clark Atlanta University, 2006;
Ph.D., Syracuse University, 2012.

MICHELE L. HAMMERS (2004)

Professor of Communication Studies and Associate Dean of the College of Communication and Fine Arts
B.S., Boston University, 1992;
J.D., University of Texas at Austin, 1995;
M.A., Arizona State University, 2000;
Ph.D., Arizona State University, 2004.

DAVID J. HARDY (2004)

Professor of Psychology and Chairperson of the Department
B.A., California State University, Long Beach, 1990;
M.A., California State University, Long Beach, 1994;
Ph.D., The Catholic University of America, 1998.

TYLER HARLAN (2019)

Assistant Professor of Urban and Environmental Studies
B.A., Vanderbilt University, 2006;
MPhil, The University of Melbourne, 2009;
Ph.D., University of California, Los Angeles, 2017.

T. J. HARPER (2019)

Associate Professor of Music, Director of Choral Activities, and Chairperson of the Department
B.A., California State University, Fresno, 1997;
M.M., California State University, Northridge, 2003;
D.M.A., University of Southern California, 2008.

KIM HARRIS (2019)

Assistant Professor of Theological Studies
B.A., Temple University, 1978;
M.Div., Union Theological Seminary, 2005;
Ph.D., Union Theological Seminary, 2013.

PAUL A. HARRIS (1995)

Professor of English

B.A., McGill University, 1984;
M.A., University of California, Irvine, 1986;
Ph.D., University of California, Irvine, 1991.

ANNA HARRISON (2006)

Associate Professor of Theological Studies

B.A., Barnard College, 1986;
M.A., Fordham University, 1994;
M. Phil., Columbia University, 2000;
Ph.D., Columbia University, 2006.

PEZHMAN HASSANPOUR (2018)

Assistant Professor of Mechanical Engineering

B.Sc., University of Tehran, 2002;
M.S., Sharif University of Technology, 2004;
Ph.D., University of Toronto, 2008.

KAREN KOMOSA HAWKINS (2006)

Assistant Professor of Educational Support Services

B.S., University of Illinois at Urbana-Champaign, 1994;
M.A., Loyola University Chicago, 1997;
Ph.D., Loyola University Chicago, 2005.

SOHVI HEATON (2016)

Assistant Professor of Management

B.S., Sookmyung Women's University, Seoul, 2003;
M.A., Seoul National University, 2005;
Ph.D., Oxford University, 2012.

SCOTT T. HEINZERLING (1991)

Professor of Dance

B.A., University of Akron, 1975;
M.F.A., The Ohio State University, 1991.

STEPHEN T. HELLER (2017)

Assistant Professor of Chemistry and Biochemistry

B.S., University of Chicago, 2005;
B.S., University of Chicago, 2005;
Ph.D., University of California, Berkeley, 2012.

JOSEPH B. HELLIGE (2007)

Professor of Psychology

B.A., Saint Mary's University of Minnesota, 1970;

M.A., University of Wisconsin-Madison, 1972;
Ph.D., University of Wisconsin-Madison, 1974.

ELIZABETH BECKER HENLEY (2005)

Presidential Professor of Theatre Arts
B.F.A., Southern Methodist University, 1974.

THOMAS HERNDON (2016)

Assistant Professor of Economics
B.A., The Evergreen State College, 2007;
Ph.D., University of Massachusetts, Amherst, 2016.

DOROTHEA K HERREINER (2005)

Associate Professor of Economics
B.A., University of Karlsruhe, 1990;
M.Sc., London School of Economics and Political Science, 1991;
Ph.D., European University, 2000.

AMANDA HERRING (2017)

Assistant Professor of Art and Art History
B.A., Dartmouth College, 2002;
M.A., University of California, Los Angeles, ***;
Ph.D., University of California, Los Angeles, 2011.

IGNACIO HIGAREDA (2005)

Associate Professor of Teaching and Learning
B.A., University of California, Santa Cruz, 1996;
Ph.D., University of Southern California, 2005.

CHARLES J. HIGGINS (1982)

Associate Professor of Finance
B.A., University of Southern California, 1968;
M.B.A., University of Southern California, 1972;
Ph.D., Claremont Graduate University, 1984.

KAROL HOEFFNER (2017)

Assistant Professor of Screenwriting and Chairperson of the Department
B.F.A., Southern Methodist University, 1973;
M.F.A., University of North Texas, 1976;
Ph.D., The University of Texas, Austin, 1980.

PETER R. HOFFMAN (1977)

Associate Professor of Urban and Environmental Studies, Chairperson of Urban and Environmental Studies, and Director of Geography
B.A., University of California, Los Angeles, 1969;

M.A., University of Arizona, 1974;
Ph.D., University of California, Los Angeles, 1983.

BRETT HOOVER (2014)

Associate Professor of Theological Studies and Graduate Director of the Department

B.A., University of California, Santa Barbara, 1989;
M.A., Washington Theological Union, 1997;
Ph.D., Graduate Theological Union, 2010.

MICHAEL P. HORAN (1994)

Professor of Theological Studies

B.A., Iona College, 1977;
M.R.E., The Catholic University of America, 1982;
Ph.D., The Catholic University of America, 1989.

LEI HUANG (2003)

Professor of Electrical Engineering

B.E., Beijing University of Posts and Telecommunications, 1993;
M.E., Nanyang Technological University, Singapore, 1998;
M.S. in E.E., University of Southern California, 1999;
Ph.D., University of Southern California, 2003.

KAREN K. HUCHTING (2011)

Associate Professor of Educational Leadership

B.A., Loyola Marymount University, 2000;
M.A., Loyola Marymount University, 2004;
M.A., Claremont Graduate University, 2007;
Ph.D., Claremont Graduate University, 2009.

PAUL W. HUMPHREYS (1997)

Professor of Music and Associate Dean, College of Communication and Fine Arts

B.M., University of Cincinnati, 1976;
M.A., University of California, Los Angeles, 1983;
Ph.D., University of California, Los Angeles, 1988.

AMIR HUSSAIN (2005)

Professor of Theological Studies and Chairperson of the Department

B.S., University of Toronto, 1987;
M.A., University of Toronto, 1990;
Ph.D., University of Toronto, 2001.

EMIN ISSAKHANIAN (2014)

Associate Professor of Mechanical Engineering

B.Sc., University of California, Berkeley, 2006;
M.S., Stanford University, 2008;
Ph.D., Stanford University, 2012.

LOUVENIA JACKSON (2017)

Assistant Professor of Marital and Family Therapy

B.A., Morris Brown University, 1996;
M.S., Notre Dame de Namur University, 2004;
Ph.D., Notre Dame de Namur University, 2016.

PRACHI JAIN (2017)

Assistant Professor of Economics

B.A., University of California, Berkeley, 2010;
Ph.D., University of Michigan, Ann Arbor, 2016.

ADRIANA JAROSZEWICZ (2009)

Associate Professor of Animation

B.F.A., University of the Pacific, 1999;
M.F.A., University of Southern California, 2004.

EMILY A. JARVIS (2010)

Associate Professor of Chemistry and Biochemistry

B.S., Pepperdine University, 1997;
M.S., University of California, Los Angeles, 1998;
Ph.D., University of California, Los Angeles, 2002.

JASON LEIGH JARVIS (2015)

Assistant Professor of Communication Studies

B.A., Emory University, 1995;
M.A., Wake Forest University, 1997;
Ph.D., Georgia State University, 2014.

SWARUP JOSHI (2019)

Assistant Professor of Economics

B.S., Southeastern Louisiana University, 2013;
Ph.D., Louisiana State University, 2019.

CHRISTOPHER KACZOR (1998)

Professor of Philosophy and Director of Ethics Program

B.A., Boston College, 1992;
M.A., University of Notre Dame, 1994;
Ph.D., University of Notre Dame, 1996.

LAWRENCE P. KALBERS (2005)

Professor of Accounting and R. Chad Dreier Chair in Accounting Ethics

B.A., Wittenberg University, 1974;
M.S., Kent State University, 1975;
Ph.D., The Pennsylvania State University, 1989;
C.P.A.

VELITCHKA D. KALTCHEVA (2006)

Professor of Marketing

B.A., Trinity College, Washington, D.C., 1993;
M.B.A., Higher Institute of Economics, Sofia, Bulgaria, 1994;
Ph.D., University of Florida, Gainesville, 2001.

ANUPAMA PRABHALA KAPSE (2017)

Associate Professor of Film, Television, and Media Studies

B.A., University of Delhi, 1992;
M.Phil., University of Delhi, 1995;
M.A., University of California, Berkeley, 2004;
Ph.D., University of California, Berkeley, 2009.

LAYLA KARST (2019)

Assistant Professor of Theological Studies

B.A., Whitworth College, 2006;
M.Div., University of Notre Dame, 2010;
Ph.D., Emory University, 2018.

INAS KELLY (2018)

Associate Professor of Economics

B.A., Queens College, City University of New York, 2000;
Ph.D., City University of New York Graduate Center, 2004.

DMITRY KEMELL (2004)

Associate Professor of Art and Art History

B.A., University of California, Los Angeles, 1997;
M.F.A., University of California, Los Angeles, 2001.

LILY KHADJAVI (1999)

Professor of Mathematics

A.B., Harvard University, 1990.
Ph.D., University of California, Berkeley, 1999.

AURORAE KHOO (2019)

Associate Professor of Screenwriting

B.A., Brown University, 1993;
M.F.A., New York University, 1999.

NADIA KIM (2007)

Professor of Sociology

B.A., University of California, Santa Barbara, 1996;
M.A., University of Michigan, 2000;
Ph.D., University of Michigan, 2003.

ROSEMARY KIM (2014)

Associate Professor of Accounting

B.S., California State Polytechnic University, Pomona, 1990;
M.B.A., University of Southern California, 2000;
M.S., Claremont Graduate University, 2010;
Ph.D., Claremont Graduate University, 2010.

SUNAI KIM (2017)

Assistant Professor of Civil Engineering

B.S., University of Illinois at Urbana-Champaign, 2006;
M.S., University of California, Los Angeles, 2008;
Ph.D., University of California, Los Angeles, 2016.

GARLAND P. KIRKPATRICK (2003)

Professor of Art and Art History

B.A., Amherst College, 1983;
M.F.A., Yale University, 1990.

GIL P. KLEIN (2011)

Associate Professor of Theological Studies

B.Arch., Bezalel Academy of Art and Design, Jerusalem, 1998;
M.Phil., Cambridge University, 2003;
Ph.D., Cambridge University, 2007.

THOMAS F. KLEIN (2006)

Professor of Animation and Chairperson of the Department

B.A., Rutgers University, 1991;
M.F.A., University of California, Los Angeles, 2002.

JAMES D. KONOW (1989)

Professor of Economics

B.A., Arizona State University, 1977;
M.A., University of California, San Diego, 1983;
Ph.D., University of California, Los Angeles, 1989.

MANDY KORPUSIK (2019)

Assistant Professor of Computer Science

B.S., Olin College, 2013;
M.S., Massachusetts Institute of Technology, 2015;
Ph.D., Massachusetts Institute of Technology, 2019.

SINA KRAMER (2015)

Associate Professor of Women's Studies

B.A., Earlham College, 2002;
M.A., DePaul University, 2006;
Ph.D., DePaul University, 2011.

MIKKI KRESSBACH (2019)

Assistant Professor of Film, Television, and Media Studies

B.A., University of Washington, 2011;

Ph.D., Michigan State University, 2018.

MIKAEL R. KREUZRIEGLER (2009)

Associate Professor of Film and Television Production and Chairperson of the Department

Mag. phil., University of Vienna, 1994;

M.F.A., University of Southern California, 1999.

JOSEPH W. LaBRIE (2003)

Professor of Psychology

B.S., Marquette University, 1983;

Ph.L., Gonzaga University, 1988;

M.S., University of North Carolina at Chapel Hill, 1989;

M.Div., Jesuit School of Theology, Berkeley, 1995;

Ph.D., University of Southern California, 2002.

JAMES M. LANDRY (1984)

Professor of Chemistry and Biochemistry and Chairperson of Mechanical Engineering

B.S., Xavier University, 1978;

M.S., Xavier University, 1983;

Ph.D., Miami University, 1984.

YVETTE LAPAYESE (2003)

Professor of Teaching and Learning

B.A., California State University, Fullerton, 1995;

M.A., University of Southern California, 1998;

Ph.D., University of California, Los Angeles, 2003.

SUZANNE LARSON (1986)

Professor of Mathematics

B.A., St. Olaf College, 1979;

Ph.D., Claremont Graduate University, 1984.

THOMAS LAURENT (2014)

Associate Professor of Mathematics

Licence Mathématiques, Université Paris Diderot-Paris 7, 2006;

M.A., Duke University, 2003;

Ph.D., Duke University, 2006.

MAGALY LAVADENZ (1994)

Professor of Educational Leadership

B.S., Oakland University, 1979;

M.A., California State University, Northridge, 1991;

Ph.D., University of Southern California, 1994.

WAYNE Le CHEMINANT (2006)

Assistant Professor of Political Science

B.A., Brigham Young University, 1993;
M.A., California State University, Los Angeles, 1999;
M.A., University of Southern California, 2001;
Ph.D., University of Southern California, 2004.

JULIA LEE (2018)

Associate Professor of English

A.B., Princeton University, 1998;
M.A., Harvard University, 2004;
Ph.D., Harvard University, 2008.

CHUN I. LEE (2001)

Professor of Finance

B.S., Chiao Tung University, Taiwan, 1980;
M.S., University of California, Los Angeles, 1985;
M.S., Carnegie-Mellon University, 1987;
M.S., Washington University in St. Louis, 1990;
D.B.A., Southern Illinois University at Carbondale, 1993.

PRISCILLA LEIVA (2019)

Assistant Professor of Chicana/o and Latina/o Studies

B.A., Yale University, 2007;
M.A., University of Southern California, 2011;
Ph.D., University of Southern California, 2014.

TERESA I. LENIHAN (2004)

Professor of Art and Art History

B.F.A., San José State University, 1982;
M.F.A., Claremont Graduate University, 1984.

LINDA LEON (1988)

Associate Professor of Information Systems and Business Analytics

B.A., University of California, Los Angeles, 1982;
Ph.D., University of California, Los Angeles, 1988.

BRIAN P. LEUNG (1990)

Professor of Specialized Programs in Professional Psychology, and Director of School Psychology

A.A., Pasadena City College, 1974;
B.A., University of Southern California, 1976;
M.S., California State University, Long Beach, 1979;
Ph.D., University of Southern California, 1990.

HOLLI G. LEVITSKY (1991)

Professor of English and Director of Jewish Studies

B.A., University of Michigan, 1979;

M.A., University of Michigan, 1982;

Ph.D., University of California, Irvine, 1991.

MENG LI (2015)

Assistant Professor of Communication Studies

B.A., Communication University of China, 2008;

M.A., University of Iowa, 2013;

Ph.D., University of Iowa, 2014.

YU LI (2019)

Assistant Professor of Modern Languages and Literatures

B.A., Peking University, 2000;

B.A., Peking University, 2000;

M.A., Peking University, 2002;

Ph.D., University of North Carolina, Chapel Hill, 2007.

ZINING LI (2016)

Assistant Professor of Accounting

B.S., Zhongnon University of Economics and Law, China, 1997;

M.S., University of Minnesota, 2004;

Ph.D., University of Minnesota, 2008.

PETRA LIEDKE KONOW (1995)

Associate Professor of Modern Languages and Literatures

B.A., Universität zu Köln, Germany, 1977;

M.A., Universität zu Köln, Germany, 1983;

Ph.D., University of California, Los Angeles, 1992.

STEPHANIE LIMONCELLI (2010)

Associate Professor of Sociology

B.A., University of Nevada, Las Vegas, 1988;

M.A., University of California, Los Angeles, 2000;

Ph.D., University of California, Los Angeles, 2006.

JUNYUAN LIN (2019)

Assistant Professor of Mathematics

B.S., Pepperdine University, 2014;

M.S., Tufts University, 2016;

Ph.D., Tufts University, 2019.

DEBRA B. LINESCH (1991)

Professor of Marital and Family Therapy and Chairperson of the Department

B.A., University of Toronto, 1975;

B.Ed., Queens University, 1976;
M.A., Loyola Marymount University, 1981;
Ph.D., Union Institute, 1992.

EDMUNDO LITTON (1999)

Professor of Teaching and Learning and Director of LMU/Teach for America Partnership
B.A., De La Salle University, Philippines, 1985;
M.A.T., Georgetown University, 1989;
Ed.D., University of San Francisco, 1994.

MARC G. LONY (1998)

Associate Professor of Modern Languages and Literatures
DEUG, Université de Paris III, 1978;
M.A., Université de Paris VIII, 1980;
M.A., Université de Paris VIII, 1988;
Ph.D., University of California, Santa Barbara, 1994.

ROSALYNDE LEBLANC LOO (2012)

Associate Professor of Dance and Chairperson of the Department
B.F.A., State University of New York at Purchase, 1994;
M.F.A., Hollins University, 2011.

NINA MARIA LOZANO (2003)

Associate Professor of Communication Studies
B.A., California State University, Long Beach, 1998;
M.A., California State University, Long Beach, 2000;
Ph.D., University of North Carolina at Chapel Hill, 2003.

MICHELLE R. LUM (2007)

Associate Professor of Biology
B.A., University of California, San Diego, 1995;
B.S., University of California, San Diego, 1995;
Ph.D., University of California, Los Angeles, 2003.

YANGPING MA (2011)

Associate Professor of Mathematics
B.S., University of Science and Technology of China, 2006;
Ph.D., The Pennsylvania State University, 2011.

RICARDO A. MACHÓN (1986)

Professor of Psychology
B.A., University of Southern California, 1979;
M.A., University of Southern California, 1982;
Ph.D., University of Southern California, 1986.

GABRIELE MAGNI (2020)

Assistant Professor of Political Science

ERIC MAGNUSON (2003)

Associate Professor of Sociology

B.A., Brown University, 1991;

M.A., University of California, Los Angeles, 1994;

Ph.D., University of California, Los Angeles, 2000.

JUAN MAH Y BUSCH (2002)

Professor of English

B.A., University of California, Los Angeles, 1993;

M.A., Cornell University, 1998;

Ph.D., Cornell University, 2003.

STEVEN MAILLOUX (2009)

President's Professor of Rhetoric, Department of English

B.A., Loyola University of Los Angeles; 1972

M.A. University of Southern California; 1974

Ph.D., University of Southern California, 1977.

MICHAEL E. MANOOGIAN (1993)

Professor of Civil Engineering

B.S., Loyola Marymount University, 1975;

M.S., California State University, Northridge, 1983;

M.S., California State University, Northridge, 1983;

E.C.E., University of Southern California, 1987;

Ph.D., University of Southern California, 1992;

Registered Professional Engineer.

CARLA MARCANTONIO (2015)

Associate Professor of Film, Television, and Media Studies and Chairperson of the Department

B.A., University of Colorado, Boulder, 1995;

M.A., University of Colorado, Boulder, 1998;

Ph.D., New York University, 2007.

BARBARA E. MARINO (1997)

Associate Professor of Electrical Engineering

B.S.E.E., Marquette University, 1989;

M.S.E.E., University of Notre Dame, 1993;

Ph.D., University of Notre Dame, 1996.

BRETT MARROQUÍN (2016)

Assistant Professor of Psychology

B.A., New York University, 2002;

M.A., City University of New York, 2008;
M.S., Yale University, 2010;
M.Phil., Yale University, 2011;
Ph.D., Yale University, 2014.

PATRICIA GARCIA MARTINEZ (2006)

Associate Professor of Management

B.S., California State Polytechnic University, Pomona, 1991;
Ph.D., University of California, Irvine, 2002.

RUBÉN MARTÍNEZ (2006)

Professor of English and Chicana/o and Latina/o Studies and Fletcher Jones Chair in Literature and Writing

JOSHUA MASON (2019)

Assistant Professor of Philosophy

B.A., University of Oregon, 2000;
M.A., Loyola Marymount University, 2007;
Ph.D., University of Hawaii at Manoa, 2014.

JEREMY E.B. McCALLUM (2005)

Professor of Chemistry and Biochemistry

B.A., Princeton University, 1996;
Ph.D., University of California, Los Angeles, 2005.

MARTHA M. McCARTHY (2011)

Presidential Professor of Educational Leadership

B.A., University of Kentucky, 1966;
M.A., University of Kentucky, 1969;
Ed.S., University of Florida, 1974;
Ph.D., University of Florida, 1975.

WILLIAM P. McCORMACK (2014)

Assistant Professor of Health and Human Sciences

B.A., United States Naval Academy, 1982;
M.A., University of Georgia, 1989;
Ph.D., University of Central Florida, 2014.

MARY McCULLOUGH (1995)

Professor of Educational Leadership and Associate Dean of the School of Education

B.A., Mount St. Mary's College, 1968;
M.A., University of San Francisco, 1985;
Ph.D., University of Southern California, 1992.

KEVIN McDONALD (2012)

Associate Professor of History

B.A., University of Richmond, 1994;
M.A., Rutgers University, 2002;
Ph.D., University of California, Santa Cruz, 2008.

EVELYN McDONNELL (2010)

Professor of English and Director of Journalism

B.A., Brown University, 1986;
M.A., University of Southern California, 2010.

CATHLEEN McGRATH (1998)

Associate Professor of Management

B.A., University of Notre Dame, 1989;
Ph.D., Carnegie Mellon University, 1998.

BLAKE MELLOR (2002)

Professor of Mathematics

B.A., Harvard University, 1993;
Ph.D., University of California, Berkeley, 1999.

MOSTAFA MESGARI (2019)

Assistant Professor of Information Systems and Business Analytics

B.S., University of Tehran, 2005;
M.S., University of Tehran, 2008;
Ph.D., Concordia University, 2016.

EINAT METZL (2017)

Associate Professor of Marital and Family Therapy

B.A., University of Haifa, 2000;
M.A., Loyola Marymount University, 2005;
Ph.D., Florida State University, 2008.

DIANE M. MEYER (2005)

Professor of Art and Art History

B.F.A., New York University, 1999;
M.F.A., University of California, San Diego, 2002.

MLADEN MILICEVIC (1999)

Professor of Recording Arts

B.A., Academy of Music, Sarajevo, 1982;
M.A., Academy of Music, Sarajevo, 1986;
M.A., Wesleyan University, 1988;
D.M.A., University of Miami, 1991.

CHRISTOPHER P. MILLER (2020)

Assistant Professor of Theological Studies and Bhagwan Mallinath Assistant Professor of Jainism and Yoga Studies

B.S., Loyola Marymount University, 2003;
M.A., Loyola Marymount University, 2013;
M.A., University of California, Davis, 2016;
Ph.D., University of California, Davis, 2018.

MICHELLE MILLER (2014)

Associate Professor of Economics

B.A., University of California, San Diego, 2002;
M.A., Boston University, 2006;
Ph.D., Boston University, 2009.

MICHAEL E. MILLS (1985)

Associate Professor of Psychology

B.A., University of California, Los Angeles, 1975;
M.S., California State University, Long Beach, 1977;
Ph.D., University of California, Santa Barbara, 1983.

ROBIN MISKOLCZE (2002)

Professor of English

B.A., Indiana University of Pennsylvania, 1991;
M.A., University of Nebraska-Lincoln, 1992;
Ph.D., University of Nebraska-Lincoln, 2000.

SARAH F. MITCHELL (2017)

Assistant Professor of Chemistry and Biochemistry

B.A., University of Pennsylvania, 2002;
Ph.D., Johns Hopkins University, 2010.

DAVID A. MOFFET (2005)

Professor of Chemistry and Biochemistry, and Chairperson of the Department

B.S., Shippensburg University, 1997;
Ph.D., Princeton University, 2002.

PHILIP E. MOLEBASH (2011)

Associate Professor of Teaching and Learning

B.S., Pepperdine University, 1993;
Ph.D., University of Virginia, 2001.

SHARON MOONEY (2017)

Associate Professor of Film and Television Production

B.A., Xavier University, 1997;
M.F.A., The School of Visual Arts, New York, 2007.

DAVID MOORE (2019)

Assistant Professor of Finance

B.S., University of Tennessee at Chattanooga, 2010;

M.B.A., University of Tennessee at Chattanooga, 2012;
Ph.D., University of Kentucky, 2017.

RAVARIS MOORE (2019)

Assistant Professor of Sociology
B.A., Morehouse College, 2004;
M.A., University of California, Los Angeles, 2011;
M.A., University of California, Los Angeles, 2013;
Ph.D., University of California, Los Angeles, 2018.

MARK D. MORELLI (1981)

Distinguished Professor of Philosophy and Director of the Los Angeles Lonergan Center at LMU

B.A., Santa Clara University, 1970;
M.A., University of Toronto, 1973;
Ph.D., University of Toronto, 1979.

EDWARD C. MOSTEIG (2002)

Professor of Mathematics

B.S., University of Michigan, Ann Arbor, 1993;
M.S., University of Illinois, Champaign-Urbana, 1996;
M.S., Cornell University, 1999;
Ph.D., Cornell University, 2000.

KATHRYN D. MOUZAKIS (2019)

Assistant Professor of Chemistry and Biochemistry

B.S., Harvey Mudd College, 2007;
Ph.D., University of Wisconsin-Madison, 2013.

TERESA MUÑOZ (1974)

Professor of Art and Art History

B.A., Marymount College, 1971;
M.A., California State University, Northridge, 1974;
M.F.A., California State University, Long Beach, 1982.

ANNA MURACO (2006)

Professor of Sociology

B.A., Santa Clara University, 1991;
M.A., San José State University, 1997;
Ph.D., University of California, Davis, 2004.

JONAS R. MUREIKA (2004)

Professor of Physics and Chairperson of the Department

B.Sc., University of Toronto, 1993;
M.Sc., University of Waterloo, 1995;
Ph.D., University of Toronto, 2002.

CHRISTOPHER MURILLO (2019)

Assistant Professor of Theatre Arts

B.A., University of California, Los Angeles, 2007;

M.F.A., University of California, San Diego, 2013.

MARGARET MURPHY (2018)

Associate Professor of Film and Television Production

B.F.A., Northern Kentucky University, 1980.

NORA A. MURPHY (2007)

Professor of Psychology

B.S., Trinity College, 1996;

M.A., Northeastern University, 2000;

Ph.D., Northeastern University, 2003.

BERNADETTE MUSETTI (2010)

Professor of Urban and Environmental Studies

B.A., Mills College, 1983;

M.A., Monterey Institute of International Studies, 1985;

Ph.D., University of California, Davis, 2002.

ROBBIE NAKATSU (2000)

Professor of Information Systems and Business Analytics

B.A., Yale University, 1986;

Ph.D., University of British Columbia, 2001;

M.F.A., University of Southern California, 2004.

ADILIFU NAMA (2011)

Professor of African American Studies

B.A., California State University, Long Beach, 1992;

M.A., Howard University, 1996;

Ph.D., University of Southern California, 2002.

AIDIN NAMIN (2017)

Assistant Professor of Marketing

B.Sc., Sharif University of Technology, 2006;

M.B.A., Sharif University of Technology, 2010;

Ph.D., The University of Texas at Dallas, 2015.

ALEXANDRA NEEL (2009)

Associate Professor of English and Director of the Humanities Program

B.A., Smith College, 1993;

B.A. Cambridge University, 1995;

M.A., Princeton University, 2005;

Ph.D., Princeton University, 2007.

MARTIN NEMOIANU (2005)

Associate Professor of Philosophy and Chairperson of the Department

B.A., The Catholic University of America, 1996;

Ph.D., University of Toronto, 2002.

VANESSA NEWELL (2008)

Associate Professor of Film and Television Production

B.F.A., San José State University, 1993;

M.F.A., University of Southern California, 1998.

BRENDA NICOLÁS (2020)

Assistant Professor of Chicana/o and Latina/o Studies

KATHARINE M. NOON (2004)

Professor of Theatre Arts and Chairperson of the Department

B.A., University of Puget Sound, 1985;

M.F.A., California Institute of the Arts, 1990.

RAFIQUL I. NOORANI (1989)

Professor of Mechanical Engineering and Graduate Program Director

B.S., Bangladesh University of Engineering and Technology, 1969;

M.E., Texas A&M University, 1977;

Ph.D., Texas A&M University, 1982.

KIRSTIN J. NOREEN (2006)

Professor of Art and Art History

B.A., Reed College, 1992;

M.A., The Johns Hopkins University, 1995;

Ph.D., The Johns Hopkins University, 1999.

MAHMOUD MEHRDAD NOURAYI (1990)

Professor of Accounting Emeritus

B.S., Institute of Advanced Accounting, 1975;

M.S., West Coast University, 1977;

M.B.A., West Coast University, 1978;

M.S.B.A., California State University, Los Angeles, 1983;

Ph.D., University of Southern California, 1989;

C.P.A., C.M.A., C.F.M.

ALLISON NOYES (2017)

Assistant Professor of Communication Studies

B.A., Mount Holyoke College, 2005;

M.A., University of Southern California, 2014;

Ph.D., University of Southern California, 2014.

MARGARITA OCHOA (2011)

Associate Professor of History

B.A., University of California, Los Angeles, 1998;

M.A., University of New Mexico, 2002;

Ph.D., University of New Mexico, 2011.

DAVID OFFENBERG (2006)

Associate Professor of Finance

B.S., Purdue University, 1996;

Ph.D., Purdue University, 2005.

MICAH OFFICER (2009)

Professor of Finance

B.Comm., University of Auckland, 1996;

M.S., University of Rochester, 1999;

Ph.D., University of Rochester, 2002.

STELLA OH (2005)

Professor of Women's and Gender Studies and Director of the University Core Curriculum

B.A., University of California, Los Angeles, 1997;

M.A., University of California, Irvine, 2000;

Ph.D., University of California, Irvine, 2004.

ÁINE O'HEALY (1989)

Professor of Modern Languages and Literatures, Professor of Humanities, and Chairperson of Classics and Archaeology

B.A., University College, Galway, 1969;

M.A., University College, Galway, 1971;

Ph.D., University of Wisconsin, Madison, 1976.

KAYOKO OKADA (2016)

Associate Professor of Psychology

B.A., University of California, Irvine, 1997;

M.A., Johns Hopkins University, 2000;

Ph.D., University of California, Irvine, 2005.

PATRICIA OLIVER (1982)

Associate Professor of Communication Studies

B.A., Holy Names College, 1965;

M.A., California State University, Los Angeles, 1977.

BOHDAN W. OPPENHEIM (1983)

Professor of Systems Engineering

B.S.C., Warsaw Polytechnic, 1970;

M.S.C., Stevens Institute of Technology, 1972;

Naval Architect, Massachusetts Institute of Technology, 1974;
Ph.D., Southampton University, 1980.

TODD OTANICAR (2009)

Assistant Professor of Mechanical Engineering
B.S., University of Kansas, 2002;
M.S., University of Cincinnati, 2005;
Ph.D., Arizona State University, 2009.

YONGSUN PAIK (1991)

Professor of Management and Director of the Center for Asian Business
B.A., Yonsei University, 1978;
M.B.A., Chung-Ang University;
M.A., University of Texas, Austin, 1986;
Ph.D., University of Washington, 1991.

JEREMY S. PAL (2006)

Professor of Civil Engineering and Graduate Program Director
B.S.E., Loyola Marymount University, 1994;
M.S., Massachusetts Institute of Technology, 1997;
Ph.D., Massachusetts Institute of Technology, 2001.

RODGER PARDEE (2000)

Professor of Recording Arts and Chairperson of the Department
B.A., University of Nebraska-Lincoln, 1977;
M.A., University of Southern California, 1980.

WILLIAM D. PARHAM (*)**

Professor of Specialized Programs in Professional Psychology and Interim Associate Dean of Faculty
B.A., University of California at Irvine, ***;
M.A., University of California at Irvine, ***;
Ph.D., Southern Illinois University-Carbondale, ***.

EDWARD J.W. PARK (1999)

Professor of Asian and Asian American Studies and Chairperson of the Department
A.B., University of California, Berkeley, 1986;
M.C.P., University of California, Berkeley, 1988;
Ph.D., University of California, Berkeley, 1993.

GENE PARK (2011)

Associate Professor of Political Science and Chairperson of the Department
B.A., Swarthmore College, 1993;
M.C.P., University of California, Berkeley, 1997;
Ph.D., University of California, Berkeley, 2007.

JUDY PARK (2010)

Associate Professor of English

B.A., University of California, San Diego, 2002;

M.A., Cornell University, 2007;

Ph.D., Cornell University, 2010.

JOHN M. PARRISH (2006)

Professor of Political Science and Special Assistant to the President

A.B., William Jewell College, 1994;

M.Phil., University of Cambridge, 1996;

M.A., Harvard University, 2000;

Ph.D., Harvard University, 2002.

ALICIA M. PARTNOY (1998)

Professor of Modern Languages and Literatures

B.A., Universidad Nacional del Sur, 1989;

M.A., The Catholic University of America, 1991;

Ph.D., The Catholic University of America, 1997.

JENNIFER PATE (2005)

*Professor of Economics and Interim Associate Dean for Undergraduate Education for the
Bellarmine College of Liberal Arts*

B.A., University of California, Davis, 2001;

M.S., Purdue University, 2002;

Ph.D., Purdue University, 2005.

KYRA L. PEARSON (2002)

Associate Professor of Communication Studies

B.A., University of California, Davis, 1995;

M.A., University of Iowa, 1999;

Ph.D., University of Iowa, 2003.

LEENA PENDHARKAR (2017)

Assistant Professor of Film and Television Production

B.A., University of North Carolina, Chapel Hill, 1997;

M.A., University of California, Berkeley, 2001.

ERIC PERL (2004)

Professor of Philosophy

B.A., Yale University, 1984;

M.A., University of Toronto, 1985;

Ph.D., Yale University, 1991.

RICHARD J. PERLE (1975)

Professor Emeritus of Information Systems and Business Analytics

B.S., Michigan Technological University, 1967;
M.B.A., California State University, Long Beach, 1972;
M.S., University of Southern California, 1974;
Ph.D., University of Southern California, 1981.

ANTHONY M. PERRON (2004)

Associate Professor of History

B.A., University of Chicago, 1994;
M.A., University of Chicago, 1996;
Ph.D., University of Chicago, 2002.

CATHERINE PETERS (2019)

Assistant Professor of Philosophy

B.A., Sacred Heart Major Seminary, Detroit, Michigan, 2012;
M.A., University of St. Thomas, Houston, Texas, 2014;
Ph.D., University of St. Thomas, Houston, Texas, 2019.

K.J. PETERS (2000)

*Associate Professor of English, Director of the Freshman English Program and Graduate
Director of the Department*

B.A., Tabor College, 1985;
M.A., Wichita State University, 1988;
Ph.D., University of Nebraska-Lincoln, 1998.

ANTONIA PETRO (2000)

Associate Professor of Modern Languages and Literatures

B.A., University of Salamanca, 1994;
M.A., Michigan State University, 1996;
Ph.D., Michigan State University, 2000.

MATTHEW PETRUSEK (2014)

Associate Professor of Theological Studies

B.A., Washington and Lee University, 2002;
M.A., Yale University, 2005;
Ph.D., University of Chicago Divinity School, 2013.

JEFFREY A. PHILLIPS (2001)

Professor of Physics

B.S., University of Virginia, 1993;
M.S., University of California, Irvine, 1996;
Ph.D., University of California, Irvine, 1999.

CARISSA PHILLIPS-GARRETT (2018)

Assistant Professor of Philosophy

B.A., Point Loma Nazarene University, 2005;
M.A., Simon Fraser University, 2011;
M.A., Rice University, 2013;
Ph.D., Rice University, 2017.

KATE PICKERT (2016)

Assistant Professor of English

B.A., State University of New York, Buffalo, 2001;
M.A., Columbia University, 2003.

NANCY PINEDA-MADRID (2020)

Associate Professor of Theological Studies

B.B.A., Loyola Marymount University, 1983;
M.Div., Seattle University, 1989;
Ph.D., Graduate Theological Union, 2005.

TARA-LYNNE PIXLEY (2018)

Assistant Professor of English

B.S., Florida A&M University, 2005;
M.F.A., Savannah College of Art and Design, 2011;
Ph.D., University of California, San Diego, 2018.

KONSTANTIN PLATONOV (2019)

Assistant Professor of Economics

B.A., National Research University Higher School of Economics, 2011;
M.A., National Research University Higher School of Economics, 2013;
M.A., University of California, Los Angeles, 2014;
Ph.D., University of California, Los Angeles, 2019.

JAMES PLEČNIK (2015)

Assistant Professor of Accounting

B.A., Belmont Abbey College, 2006;
M.S., University of Memphis, 2013;
Ph.D., University of Memphis, 2015.

REV. LUÍS PROENÇA (2002)

Professor of Film and Television Production

B.A., Coimbra University, 1980;
S.T.L., Universidade Católica Portuguesa, Braga, 1986;
M.Div., Jesuit School of Theology, Berkeley, 1991;
M.A., Jesuit School of Theology, Berkeley, 1992;
M.F.A., Loyola Marymount University, 1995.

ZBIGNIEW H. PRZASNYSKI (1985)

Professor of Information Systems and Business Analytics

B.S., University of Sussex, 1972;

M.S., University of Sussex, 1973;
Ph.D., University of Sussex, 1977.

NIGEL A. RAAB (2005)

Professor of History

B.Sc., Queen's University, Kingston, 1990;
B.A., Queen's University, Kingston, 1995;
M.A., University of Zurich, 1997;
M.Phil., Columbia University, 1997;
Ph.D., Columbia University, 2002.

CHARLOTTE C. RADLER (2003)

Associate Professor of Theological Studies

B.A., University of Lund, 1997;
M.A., University of Lund, 1997;
Ph.D., University of Chicago, 2003.

PATRICK DAMON RAGO (2001)

Professor of Dance

B.A., California State University, Fullerton, 1994;
M.F.A., University of Utah, 1996.

MARTINA G. RAMIREZ (1999)

Professor of Biology and Special Assistant to the Provost for Technology-Enhanced Learning

B.S., Loyola Marymount University, 1981;
Ph.D., University of California, Santa Cruz, 1990.

FRANCISCO RAMOS (2003)

Professor of Teaching and Learning

B.A., Escuela Universitaria de Formación del Profesorado de Soria, 1982;
M.A., Universidad de Zaragoza, 1985;
M.A., California State University, Los Angeles, 1995;
Ph.D., University of Southern California, 2000.

JENNIFER RAMOS (2008)

Associate Professor of Political Science and Director of Peace and Justice Studies

B.A., University of California, Davis, 1995;
M.A., San Francisco State University, 2001.

JOSEPH C. REICHENBERGER (1993)

Professor of Civil Engineering

B.C.E., Marquette University, 1964;
M.S., University of Southern California, 1967;
Registered Professional Engineer.

ELIZABETH REILLY (2004)

Professor of Educational Leadership and Chairperson of the Department

B.A., University of the Pacific, 1976;
M.A., University of the Pacific, 1978;
Ed.D., University of San Francisco, 1992.

JOHN T. REILLY (1984)

Associate Professor of English

B.A., Harpur College, 1968;
M.F.A., Cornell University, 1972;
Ph.D., Cornell University, 1977.

THOMAS J. REILLY (1976)

Associate Professor of Chemistry and Biochemistry

B.A., Brooklyn College, 1963;
Ph.D., University of Southern California, 1971.

CRAIG O. RICH (2009)

Associate Professor of Communication Studies and Chairperson of the Department

B.A., Radford University, 1999;
M.S., University of Utah, 2003;
Ph.D., University of Utah, 2009.

BARBARA ROCHE RICO (1989)

Professor of English and Chairperson of the Department

B.A., Yale University, 1977;
M.Phil., Yale University, 1981;
Ph.D., Yale University, 1987.

FERDINAND D. RIVERA (2019)

Professor of Teaching and Learning and Chairperson of the Department

B.A., University of Santo Tomas, 1989;
M.A., University of the Philippines, 1992;
Ph.D., The Ohio State University, 1998.

MELODY N. RODARI (2015)

Assistant Professor of Art and Art History

B.A., Boston University, 2002;
M.A., Boston University, 2004;
Ph.D., University of California, Los Angeles, 2010.

ELIZA RODRIGUEZ Y GIBSON (2010)

Professor of Chicana/o and Latina/o Studies and Chairperson of the Department

B.A., University of California, Los Angeles, 1994;
M.A., Cornell University, 1998;
Ph.D., Cornell University, 2002.

ANDREW ROHM (2011)

Professor of Marketing

B.S., University of Michigan, 1984;
Ph.D., University of Massachusetts Amherst, 2001.

SCOTT J. RONIGER (2018)

Assistant Professor of Philosophy

S.T.B., Pontifical University of St. Thomas Aquinas, 2010;
M.A., Pontifical University of St. Thomas Aquinas, 2011;
M.A., University of Chicago, 2012;
Ph.L., Pontifical University of the Holy Cross, 2013;
Ph.D., The Catholic University of America, 2017.

CURTISS TAKADA ROOKS (2008)

Assistant Professor of Asian and Asian American Studies

A.B., Dartmouth College, 1976;
M.A., Trinity College, 1982;
Ph.D., University of California, Irvine, 1997.

JENEVIEVE L. ROPER (2018)

Assistant Professor of Health and Human Sciences

B.S., University of New Mexico, 2009;
M.S., University of Nevada, Las Vegas, 2011;
Ph.D., University of New Mexico, 2015.

CHUCK ROSENTHAL (1986)

Professor of English

B.A., Allegheny University, 1973;
M.A., Bowling Green State University, 1975;
M.A., University of California, Davis, 1981;
Ph.D., University of Utah, 1986.

NICOLAS ROSENTHAL (2006)

Associate Professor of History

B.A., University of Oregon, 1997;
M.A., University of Oregon, 2000;
Ph.D., University of California, Los Angeles, 2005.

JONATHAN ROTHCHILD (2007)

Professor of Theological Studies and Associate Dean of the Bellarmine College of Liberal Arts

B.A., Georgetown University, 1996;
M.A., University of Chicago, 1999;
Ph.D., University of Chicago, 2003.

ROBERT JAMES ROVETTI (2008)

Associate Professor of Mathematics

B.S., Pacific Union College, 1999;
M.S., University of California, Los Angeles, 2003;
Ph.D., University of California, Los Angeles, 2008.

JUDITH ROYER, C.S.J. (1973)

Professor of Theatre Arts

B.A., St. Joseph Teachers College, 1967;
M.A., California State University, Fullerton, 1973;
Ph.D., University of California, Santa Barbara, 1983.

GREGORY RUZZIN (2005)

Associate Professor of Film and Television Production

B.G.S., University of Michigan, 1986;
M.F.A., University of Southern California, 1989.

DERMOT ALBERT RYAN (2007)

Associate Professor of English, Director of Undergraduate Research, and Director of Irish Studies

B.A., Trinity College, Dublin, 1992;
M.A., Queens University, Belfast, 1997;
M.A., Columbia University, 2000;
M.Phil., Columbia University, 2003;
Ph.D., Columbia University, 2007.

REBECCA SAGER (2007)

Associate Professor of Sociology and Chairperson of the Department

B.A., University of California, San Diego, 2000;
M.A., University of Arizona, 2002;
Ph.D., University of Arizona, 2006.

YING SAI (2004)

Assistant Professor of Information Systems and Business Analytics

B.S., Beijing Institute of Light Industry, 1983;
M.S., Carnegie Mellon University, 1986;
Ph.D., University of Texas at Austin, 2002.

JULIAN SAINT CLAIR (2014)

Associate Professor of Marketing

B.A., Clark Atlanta University, 2007;
M.S., University of Washington, 2009;
Ph.D., University of Washington, 2013.

MARTA SANCHEZ (2006)

Professor of Teaching and Learning

B.A., University of California, Santa Barbara, 1972;

M.A., University of California, Santa Barbara, 1978;
Ph.D., University of California, Santa Barbara, 1989.

CLAUDIA SANDOVAL (*)**

Assistant Professor of Political Science

B.A., University of California, Los Angeles, ***;
M.A., University of Chicago, ***;
Ph.D., University of Chicago, ***.

JEFF SANNY (1980)

Professor of Physics

B.S., Harvey Mudd College, 1974;
M.S., University of California, Los Angeles, 1976;
Ph.D., University of California, Los Angeles, 1980.

DIANA E. SANTACROSE (2019)

Assistant Professor of Psychology

DAVID SAPP (2015)

Professor of Educational Leadership and Vice Provost for Academic Affairs

B.A., University of Minnesota, 1992;
M.A., University of Tennessee at Chattanooga, 1995;
Ph.D., New Mexico State University, 2001.

CAROLINE SAUVAGE (2015)

Associate Professor of Classics and Archaeology

B.A., Université Lumière Lyon 2, 2000;
M.A., Université Lumière Lyon 2, 2002;
Ph.D., Université Lumière Lyon 2, 2006.

MARK SAYA (1993)

Professor of Music and Chairperson of the Department

B.M., Indiana University, 1978;
M.M., University of Cincinnati, 1980;
D.M.A., University of Cincinnati, 1986.

VIRGINIA SAYA (1989)

Professor of Music

B.Mus., Simpson College, 1975;
M.Mus., University of Cincinnati, 1983;
Ph.D., University of Cincinnati, 1989.

NATALIE SCHAAL (2018)

Assistant Professor of Mechanical Engineering

B.S., University of Portland, 2011;

M.S., California Institute of Technology, 2014;
Ph.D., California Institute of Technology, 2018.

DEAN SCHEIBEL (1991)

Professor of Communication Studies

B.S., California State University, Northridge, 1975;
B.A., California State University, Northridge, 1984;
M.A., California State University, Northridge, 1986;
Ph.D., Arizona State University, 1991.

SUSAN SCHEIBLER (2006)

Associate Professor of Film, Television, and Media Studies

B.A., Biola University, 1976;
M.A., Talbot Theological Seminary, 1978;
M.A., Claremont Graduate University, 1984;
M.A., University of Southern California, 1985;
Ph.D., University of Southern California, 1994.

MARK EVAN SCHWARTZ (2001)

Associate Professor of Screenwriting

B.F.A., East Carolina University, 1975;
M.F.A., Boston University, 1980.

KALA CHAND SEAL (1990)

Professor of Information Systems and Business Analytics and Chairperson of the Department

B.Tech., India Institute of Technology, 1985;
M.S., University of Texas, Dallas, 1989;
Ph.D., University of Texas, Dallas, 1990.

BETH SERLIN (2005)

Professor of Screenwriting

B.A., University of Michigan, Ann Arbor, 1989;
M.F.A., University of Southern California, 1992.

MONA SEYMOUR (2009)

Associate Professor of Urban and Environmental Studies

B.A., University of California, 2003;
Ph.D., University of Southern California, 2010.

ANI SHABAZIAN (2009)

Associate Professor of Teaching and Learning and Director, LMU Children's Center

B.A., University of California, Los Angeles, 1998;
Ed.M, Harvard University, 1999;
Ph.D., University of California, Los Angeles, 2005.

PATRICK D. SHANAHAN (1996)

Professor of Mathematics and Chairperson of the Department

B.A., California State University, Long Beach, 1990;

M.S., University of California, Santa Barbara, 1992;

Ph.D., University of California, Santa Barbara, 1996.

TIMOTHY D. SHANAHAN (1988)

Professor of Philosophy and Daum Professor of Liberal Arts

B.S./B.A., State University New York, Cortland, 1983;

M.A., University of Notre Dame, 1986;

Ph.D., University of Notre Dame, 1988.

STEPHEN H. A. SHEPHERD (2006)

Professor of English

B.A., Queen's University, Kingston, Canada, 1983;

M.A., Queen's University, Kingston, Canada, 1984;

D.Phil., University of Oxford, 1988.

TODD C. SHOEPE (2013)

Associate Professor of Health and Human Sciences

B.S., Oregon State University, 1998;

Certified Strength and Conditioning Specialist (CSCS), 2000;

M.S., Oregon State University, 2001;

Health and Fitness Specialist (HFS), 2005;

Ed.D., Pepperdine University, 2013.

DAPHNIE SICRE (2019)

Assistant Professor of Theatre Arts

B.A., Lehigh University, 1998;

M.A., Columbia University, 2000;

M.A., New York University, 2004;

Ph.D., New York University, 2017.

MATTHEW T. SINIAWSKI (2004)

Professor of Mechanical Engineering

B.S., Illinois Institute of Technology, 2000;

Ph.D., Northwestern University, 2004.

BRENDAN SMITH (2017)

Assistant Professor of Mechanical Engineering

B.S., Harvey Mudd College, 2011;

M.S., University of California Irvine, 2013;

Ph.D., University of California Irvine, 2017.

DANIEL L. SMITH-CHRISTOPHER (1989)

Professor of Theological Studies

B.A., George Fox College, 1977;
M.Div., Associated Mennonite Biblical Seminaries, 1981;
Ph.D., Oxford University, 1986.

DANIEL SPEAK (2007)

Professor of Philosophy

B.A., Biola University, 1990;
M.A., Claremont Graduate University, 1996;
Ph.D., University of California, Riverside, 2002.

JOSHUA D. SPIZMAN (2011)

Associate Professor of Finance

B.S., Binghamton University, 2005;
Ph.D., Binghamton University, 2010.

ERIN C. STACKLE (2010)

Associate Professor of Philosophy

B.A., Gonzaga University, 1998;
B.A., Gonzaga University, 1998;
M.A., Boston College, 2004
Ph.D., Boston College, ***.

JANIE S. STECKENRIDER (1991)

Associate Professor of Political Science

B.A., University of Illinois, 1976;
M.A., University of Notre Dame, 1978;
Ph.D., University of Southern California, 1988.

DAVID W. STEWART (2012)

President's Professor of Marketing and Law

B.A., Northeast Louisiana University, 1972;
M.A., Baylor University, 1973;
Ph.D., Baylor University, 1974.

ELIZABETH A. STODDARD (2005)

Associate Professor of Educational Leadership

B.A., Western Michigan University, 1977;
M.A., Western Michigan University, 1979;
Ph.D., Oregon State University, 1996.

BRAD ELLIOTT STONE (2003)

Professor of Philosophy and Graduate Director of the Department

B.A., Georgetown College, 1998;
M.A., The University of Memphis, 2001;
Ph.D., The University of Memphis, 2003.

SARAH L. STRAND (2007)

Associate Professor of Health and Human Sciences and Chairperson of the Department

B.A., Bethel University, 2001;

Certified Athletic Trainer (ATC), 2001;

M.A., Concordia University, 2003;

Ph.D., Rocky Mountain University of Health Professions, 2011.

ERIC STRAUSS (*)**

Presidential Professor of Biology

B.A., Emerson College, ***;

Ph.D., Tufts University, ***.

ALEXANDRA NOELLE STURM (2019)

Assistant Professor of Psychology

B.S., Massachusetts Institute of Technology, 2008;

M.A., University of California, Los Angeles, 2013;

Ph.D., University of California, Los Angeles, 2016.

MAIREAD SULLIVAN (2019)

Assistant Professor of Women's and Gender Studies

B.A., College of the Holy Cross, 2003;

M.S.W., Boston University, 2007;

Ph.D., Emory University, 2016.

CHARLES SWANSON (2003)

Professor of Film and Television Production

B.A., Morehouse College, 1990;

M.F.A., University of Southern California, 1998.

ERIC HARUKI SWANSON (2019)

Assistant Professor of Theological Studies

B.A., Indiana University Bloomington, 2004;

M.A., Koyasan University, 2009;

Ph.D., Harvard University, 2019.

REV. MICHAEL R. TANG (1990)

Professor of Art and Art History

B.A., Loyola Marymount University, 1981;

M.F.A., The School of the Art Institute, Chicago, 1983;

M.Div, Jesuit School of Theology, Berkeley, 1989;

Th.M., Jesuit School of Theology, Berkeley, 1990.

ZHEN TANG (2019)

Assistant Professor of Marketing

B.A., East China University of Science and Technology, 2010;

M.S., East China University of Science and Technology, 2013;
Ph.D., University of Arizona, 2019.

YOUYOU TAO (2018)

Assistant Professor of Information Systems and Business Analytics

B.A., Guangdong University of Technology, China, 2011;
M.S., University of Washington, 2012;
Ph.D., Georgia State University, 2017.

HEATHER P. TARLETON (2012)

Associate Professor of Health and Human Sciences

B.S., University of Maryland, College Park, 2001;
M.P.A.P., Rutgers University, 2006;
Ph.D., Princeton University, 2006;
M.S., University of California, Los Angeles, 2011.

VANDANA THADANI (2004)

Professor of Psychology

B.A., University of Chicago, 1992;
M.A., University of California, Los Angeles, 1995;
Ph.D., University of California, Los Angeles, 2000.

RENATE THIMESTER (1971)

Associate Professor of Economics

Diplome D'Etudes de Civilization Francaise, Degree Superior, Sorbonne, Paris, 1961;
B.S., University of Alabama, 1963;
M.S., University of Alabama, 1965;
Ph.D., University of Alabama, 1967.

TRACY SAYUKI TIEMEIER (2006)

Associate Professor of Theological Studies and Undergraduate Director of the Department

B.A., University of Notre Dame, 1997;
M.A., University of Notre Dame, 1999;
Ph.D., Boston College, 2006.

RAYMOND J. TOAL (1986)

Professor of Computer Science and Chairperson of the Department

B.S., Loyola Marymount University, 1985;
M.S., Loyola Marymount University, 1986;
Ph.D., University of California, Los Angeles, 1993.

HAI TRAN (2016)

Assistant Professor of Finance

B.A., Washington State University, 2006;
M.B.A., Washington State University, 2010;
Ph.D., University of Oregon, 2015.

BRIAN TREANOR (2003)

Professor of Philosophy and Acting Director of Undergraduate Studies for the Department
B.A., University of California, Los Angeles, 1991;
M.A., California State University, Long Beach, 1997;
Ph.D., Boston College, 2001.

WILLIAM J. TROTT (1975)

Professor of Civil Engineering
B.S., University of California, Los Angeles, 1971;
M.S., University of California, Los Angeles, 1972;
Ph.D., University of California, Los Angeles, 1979;
Registered Professional Engineer.

NAZMUL ULA (1991)

Professor of Electrical Engineering and Associate Dean of the Frank R. Seaver College of Science and Engineering
B.S., Bangladesh University of Engineering and Technology, 1979;
M.S., University of Wyoming, 1985;
Ph.D., University of California, Davis, 1991.

STEPHEN UJLAKI (2010)

Professor of Screenwriting
B.A., Harvard University, 1965;
M.F.A., Paris Institut des Hautes Etudes Cinématographiques, 1968.

CARL R. URBINATI (2004)

Associate Professor of Biology
B.S., University of Illinois at Urbana-Champaign, 1992;
Ph.D., Loyola University Chicago, 1998.

CHARLES VANCE (1986)

Professor of Management
B.S., Brigham Young University, 1975;
M.A., Brigham Young University, 1977;
Ph.D., Syracuse University, 1981.

GABRIELE U. VARIESCHI (2000)

Professor of Physics
B.S., University of Milano, Italy, 1989;
M.S., University of California, Los Angeles, 1996;
Ph.D., University of California, Los Angeles, 2000.

MARIA CHRISTINA VASQUEZ (2019)

Assistant Professor of Biology
B.S., University of California, Davis, 2006;

M.S., California State University, Northridge, 2009;
Ph.D., University of Florida, 2013.

GUSTAVO VEJARANO (2011)

Associate Professor of Electrical Engineering and Graduate Program Director

B.S., Universidad del Valle (Cali, Columbia), 2005;
M.S., University of Florida, 2009;
Ph.D., University of Florida, 2011.

MADHU VISWANATHAN (2019)

Professor of Marketing

B.S., Indian Institute of Technology, 1985;
Ph.D., University of Minnesota, 1990.

CAROLYN M. VIVIANO (2002)

Associate Professor of Biology

B.A., Amherst College, 1982;
M.S., Columbia University, 1985;
M.Phil, Columbia University, 1985;
Ph.D., Columbia University, 1990.

AU VO (2019)

Assistant Professor of Information Systems and Business Analytics

B.S., University of Arizona, 2008;
M.S., California State University, Fullerton, 2012;
Ph.D., Claremont Graduate University, 2017.

TRACI BRYNNE VOYLES (2012)

Associate Professor of Women's and Gender Studies and Chairperson of the Department

B.A., University of Colorado, Boulder, 2003;
M.A., University of California, San Diego, 2005;
Ph.D., University of California, San Diego, 2010.

ROBIN WANG (1999)

Professor of Philosophy

B.A., Peking University, 1980;
M.A., Peking University, 1983;
M.A., University of Notre Dame, 1988;
Ph.D., University of Wales, 1998.

SHAN WANG (2015)

Assistant Professor of Accounting

B.E., Tai Yuan University of Technology, China, 2002;
M.E., Tai Yuan University of Technology, China, 2005;
M.S., University of California, Riverside, 2008;

M.S., California State University, Fullerton, 2010;
Ph.D., University of Oregon, 2015.

SIJUN WANG (2010)

Professor of Marketing and Chairperson of the Department

B.S., Xi'An Jiaotong University, 1990;
M.A., Wuhan Institute of Technology, 1995;
M.A., University of Alabama, 2002;
Ph.D., University of Alabama, 2004.

YANJIE WANG (2011)

Associate Professor of Asian and Asian American Studies

B.A., Peking University, Beijing, 2001;
M.Phil., Chinese University of Hong Kong, 2004;
Ph.D., University of Illinois at Urbana-Champaign, 2011.

RACHEL WASHBURN (2009)

Associate Professor of Sociology and Director of Health and Society Program

B.A., University of California, Santa Cruz, 1999;
Ph.D., University of California, San Francisco, 2009.

JOSEPH WEBER (2017)

Assistant Professor of Civil Engineering

B.S., Loyola Marymount University, 2007;
M.S., University of California, Berkeley, 2008;
Ph.D., University of California, Berkeley, 2015.

KEVIN J. WETMORE, JR. (2005)

Professor of Theatre Arts

B.A., Bates College, 1991;
M.A., University of Leeds, 1992;
Ph.D., University of Pittsburgh, 1999;
M.A., Loyola Marymount University, 2010.

KENNEDY WHEATLEY (2000)

Assistant Professor of Film and Television Production

B.A., Michigan State University, 1980;
M.F.A., University of Southern California, 1998.

LEON E. WIEBERS (2012)

Associate Professor of Theatre Arts and Dance

B.F.A., University of Washington, 1993;
M.F.A., University of California, Los Angeles, 1999.

DEMIAN WILLETTE (2018)

Assistant Professor of Biology

B.S., Iowa State University, 2003;
M.S., California State University, Los Angeles, 2006;
Ph.D., University of California, Los Angeles, 2010.

JENNIFER WILLIAMS (2018)

Assistant Professor of African American Studies

B.A., University of La Verne, 2006;
M.A., Temple University, 2009;
Ph.D., Temple University, 2016.

DAMON WILLICK (2005)

Professor of Art History and Co-Chairperson of the Department of Art and Art History

B.A., University of California, Los Angeles, 1994;
M.A., University of California, Riverside, 1996;
Ph.D., University of California, Los Angeles, 2004.

JEFFREY L. WILSON (1995)

Associate Professor of Philosophy

B.A., St. John's College, 1985;
M.A., Emory University, 1991;
Ph.D., Emory University, 1995.

ROBERT D. WINSOR (1991)

Professor of Marketing

B.A., University of La Verne, 1982;
B.A., Claremont McKenna College, 1983;
Ph.D., University of Southern California, 1989.

AMY WOODSON-BOULTON (2004)

Associate Professor of History

B.A., University of California, Berkeley, 1994;
M.A., University of California, Los Angeles, 1999;
Ph.D., University of California, Los Angeles, 2003.

GAIL WRONSKY (1987)

Professor of English

B.A., University of Virginia, 1978;
M.F.A., University of Virginia, 1981;
Ph.D., University of Utah, 1986.

JIE XU (2009)

Associate Professor of Electrical Engineering and Chairperson of the Department

B.S., Tianjin University, 2000;
M.S., Tianjin University, 2003;
Ph.D., University of Massachusetts, Amherst, 2008.

KYO YAMASHIRO (2019)

Assistant Professor of Educational Leadership

B.A., Stanford University, 1994;

M.A., Stanford University, 1995;

Ph.D., University of California, Los Angeles, 2006.

DELARAM YAZDANSEPAS (2020)

Assistant Professor of Computer Science

B.S., Qazvin Azad University, 2011;

Ph.D., University of Georgia, 2017.

KELLY YOUNGER (2001)

Professor of English

B.A., Loyola Marymount University, 1994;

M.A., Loyola University Chicago, 1996;

Ph.D., University College, Dublin, 1999.

MOLLY YOUNGKIN (2007)

Professor of English

B.G.S., University of Dayton, 1995;

M.A., Wright State University, 1998;

Ph.D., The Ohio State University, 2002.

KATERINA ZACHARIA (1999)

Professor of Classics and Archaeology

B.A., Capodistrian University, 1988;

M.A., University College, London, 1990;

Ph.D., University College, London, 1996.

NOHEL ZAMAN (2019)

Assistant Professor of Information Systems and Business Analytics

B.S., University of Texas at Dallas, 2007;

M.S., University of Texas at Dallas, 2011;

M.S., North Carolina AT&T State University, 2015;

Ph.D., Virginia Tech, 2019.

SYLVIA ZAMORA (2017)

Assistant Professor of Sociology

B.A., Smith College, 2004;

M.A., University of California, Los Angeles, 2007;

Ph.D., University of California, Los Angeles, 2014.

MENG ZHANG (2017)

Assistant Professor of History

B.A., Peking University, China, 2010;

M.A., University of California, Los Angeles, 2013;
Ph.D., University of California, Los Angeles, 2017.

YAN ZHANG (2017)

Assistant Professor of Finance

B.A., Sun Yat-sen University, Guangzhou, China, 2009;
Ph.D., University of Utah, 2017.

ANATOLY ZHUPLEV (1992)

Professor of Management and Chairperson of the Department (Spring 2020)

B.S., Ordzhonikidze Engineering-Economics Institute, Moscow, 1974;
Ph.D., Moscow Management Institute, 1981.

TREVOR ZINK (2016)

Associate Professor of Management and Director of the University Honors Program

B.A., Loyola Marymount University, 2007;
M.B.A., Loyola Marymount University, 2010;
M.A., University of California, Santa Barbara, 2012;
Ph.D., University of California, Santa Barbara, 2014.

DONALD ZIRPOLA (1978)

Professor of Film and Television Production

B.A., Chapman College, 1970;
M.F.A., University of Southern California, 1973.

University Librarians

ELISA SLATER ACOSTA (1999)

Reference Librarian

B.A., University of California, Riverside, 1991;
M.L.I.S., University of California, Los Angeles, 1999.

DARLENE AGUILAR (2018)

Instructional Design Librarian

B.A., University of California, Los Angeles, 2008;
M.Ed., University of Southern California, 2018.

RAYMUNDO ANDRADE (2014)

Student Engagement Librarian

B.A., Loyola Marymount University, 2004;
M.L.I.S., San José State University, 2013.

SUSAN GARDNER ARCHAMBAULT (2009)

Head of Reference and Instruction Services

B.A., Emory University, 1996;
M.L.S., University of North Carolina, Chapel Hill, 2000.

CYNTHIA BECHT (1995)

Head of Archives and Special Collections

B.A., University of California, Los Angeles, 1987;
M.L.S., University of California, Los Angeles, 1993.

NATALY BLAS (2014)

Reference and Instruction Librarian for Business

B.A., Florida State University, 2010;
M.S.L.I.S., Florida State University, 2012;
M.B.A., Loyola Marymount University, 2018.

KRISTINE BRANCOLINI (2006)

Dean of William H. Hannon Library

B.A., Scripps College, 1973;
M.L.S., Indiana University, 1974;
Ph.D. coursework, Indiana University, 1978-1983.

AISHA CONNER-GATEN (2016)

Instructional Design Librarian

B.A., University of Illinois at Urbana-Champaign, 2010;
M.S.L.I.S., University of Illinois at Urbana-Champaign, 2013.

DANIEL DRAPER (2017)

Head of Systems and Digital Initiatives

B.A., University of Illinois at Urbana-Champaign, 2001;
M.L.I.S., University of Illinois at Urbana-Champaign, 2006.

JEFFREY GATTEN (2016)

Associate Dean

B.A., The Ohio State University, 1983;
M.L.S., Kent State University, 1984;
M.A., Kent State University, 1990;
Ph.D. coursework, Kent State University, 2000-2004.

STEPHANIE GRITZ (2016)

Systems Librarian

B.A., University of California, Davis, 2010;
M.L.I.S., San José State University, 2013.

JAMIE HAZLITT (2005)

Librarian for Collection Development and Evaluation

B.F.A., University of Washington, 1998;
M.L.I.S., University of California, Los Angeles, 2005.

JOHN JACKSON (2015)

Head of Outreach and Communications

B.A., Troy University, 2005;
M.A., University of Virginia, 2007;
M.L.I.S., San Jose State University, 2011.

GLENN JOHNSON-GRAU (1996)

Head of Acquisitions and Collection Development

B.A., University of California, Los Angeles, 1987;
M.L.S., University of California, Los Angeles, 1994.

ALEXANDER JUSTICE (2002)

Reference Librarian

B.A., Loyola Marymount University, 1991;
M.L.I.S., University of California, Los Angeles, 2002.

MARIE KENNEDY (2008)

Serials and Electronic Resources Librarian

B.F.A., Saint Mary's College (Indiana), 1993;
M.F.A., University of Texas, Austin, 1996;
M.S.I.S., University of North Carolina, Chapel Hill, 2005.

RONALD LEWIS (2014)

Acquisitions Librarian

B.A., Loyola Marymount University, 1997;
M.L.I.S., San José State University, 2005.

PETER ROLA (2018)

Cataloging Librarian

B.A., Sarah Lawrence College, 1988;
M.L.I.S., Simmons College, 2003.

RHONDA ROSEN (1987)

Programming and Exhibitions Librarian

B.A., University of California, Los Angeles, 1977;
M.L.S., University of California, Los Angeles, 1987.

WALTER WALKER (1996)

Head Cataloging Librarian

B.A., University of California, Santa Barbara, 1979;
M.L.S., University of California, Los Angeles, 1990.

RACHEL H. WEN-PALOUTZIAN (2013)

Archives and Special Collections Instruction Librarian

B.A., University of Southern California, 2009;
M.L.I.S., University of California, Los Angeles, 2011.

ALEXIS WEISS (2020)

Reference and Instruction Librarian for Theology

B.A., Hendrix College, 2003;

M.A., Naropa University, 2005;

M.L.S., Texas Woman's University, 2008.

JESSEA YOUNG (2017)

Digital Initiatives Librarian

B.A., California State Polytechnic University, Pomona, 2013;

M.L.I.S., Simmons College, 2017.

Faculty Emeriti

BOB G. ACKLEY

Theatre Arts

NAJWA AL-QATTAN

History

WALTER ARLEN

Music

WILKIE AU

Theological Studies

BOGIDAR AVRAMOV

Music

THOMAS M. BATSIS, O.CARM.

Educational Leadership

J. ROSS BENGEL

Accounting

LARRY C. BERNARD

Psychology

MELVIN R. BERTOLOZZI

English

BENJAMIN BOBO

Finance

JAMES G. BOWIE

Business Administration

ROBERT J. BRAUS

Theological Studies

MARY BREDEN

Music

ROBERT V. CARO, S.J.

English

LAMAR CASELLI

Communication Arts

ALAN CHERRY

Accounting

JOHN R. CONNOLLY, JR.

Theological Studies

REBECCA CRAWFORD

Chemistry and Biochemistry

FRANK P. DAROCA

Accounting

ANGELO A. De GENNARO

Modern Languages and Literatures & Philosophy

DONALD DePAMPHILIS

Finance and Information Systems

JACQUELINE M. DEWAR

Mathematics

MATTHEW DILLON

Classics and Archaeology

JOHN DORSEY

Civil Engineering and Environmental Science

ALAN FALCON

Accounting

DAVID T. FISHER, S.J.

Theology

FRANKLIN E. FISHER

Mechanical Engineering

JAMES L. FREDERICKS

Theological Studies

KATHARINE B. FREE

Theatre Arts

EDMUND GRAY

Management

JOHN GREVER, C.F.M.M.

History

FRANCES GUSSENHOVEN, R.S.H.M.

English

JOHN C. HAGGART

Business Administration

RENÉE L. HARRANGUE

Psychology

ROGER TIM HAUG

Civil Engineering

GEORGE HESS

Management

ROY HOUSTON

Biology

MARY ELIZABETH INGHAM, C.S.J.

Philosophy

NANCY JABBRA

Women's Studies

BORIS KAPLAN

Communication Arts

RACHELLE KATZ

Finance and Information Systems

SCOTT W. KESTER

Education

W. FREDERICK KIESNER, JR.

Management

DAVID KILLORAN

English

HERBERT KINDLER

Business Administration

LEON LEVITT

Business Administration

SARA LIEBERMAN

Psychology

ALFRED LIGHTFOOT

Education

SHARON LOCY

English

RODERICK MACLEOD

Chemistry and Biochemistry

TERRANCE MAHAN, S.J.

History

PAULINE KHURI MAJOLI

Art

CHRISTOPHER MANNING

Finance

JAMES MATHIEU

Sociology

DAVID L. MATHISON

Management

MARIE ANNE MAYESKI

Theological Studies

E. VIRGINIA MERRIAM

Biology

WILLIAM D.C. MOEBS

Physics

SYLVIA MORALES

Film and Television Production

MICHAEL MULVIHILL

Civil Engineering

ELIZABETH MURRAY

Philosophy

ART NOMURA

Film and Television Production

MICHAEL O'SULLIVAN

Psychology

JOHN A. PAGE

Electrical Engineering

WADE A. PETERSON

Mathematics

CLAIRE PFENNIGER

Modern Languages and Literatures

CANDACE A. POINDEXTER

Teaching and Learning

LUCIEN RICO

Modern Languages and Literatures

PETER SMITH RING

Management

RICHARD ROLFS, S.J.

History

ERNEST ROSE

Educational Support Services

ABHIK ROY

Communication Studies

PAUL SCHUMANN

Education

GARY SIBECK

Business Law

JEFFREY SIKER

Theological Studies

DAVE SMITH

Mathematics

H. DANIEL STAGE, JR.

Business Administration

JOHN A. STEWART

Film and Television Production

CAROL SULLIVAN

History

LELAND C. SWENSON

Psychology

JOSEPH S. TIEDEMANN

History

GENEVIEVE UNDERWOOD, R.S.H.M.

Art

JAMES J. WALTER

Bioethics

CONNIE J. WEEKS

Mathematics

ROBERT WELCH, S.J.

Political Science

RICHARD L. WILLIAMSON

Business Administration

LUCY WILSON

English

WARREN SCOTT WRIGHT

Mathematics

THOMAS M. ZACHARIAH

Mathematics

DENNIS ZILL

Mathematics

COURSE DESCRIPTIONS

LMU Bellarmine College of Liberal Arts

AFRICAN AMERICAN STUDIES

African American Studies AFAM 1211 Introduction to African American Studies 4 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. University Core fulfilled: Foundations: Studies in American Diversity.

African American Studies AFAM 2221 Black Cultural Arts 4 A study of the Black Aesthetic as expressed in cultural productions such as music, dance, theatre, film, television, painting, sculpture, and literature along with the intersection of the cultural politics of race in American society. University Core fulfilled: Foundations: Studies in American Diversity.

African American Studies AFAM 3211 African American History 4 An analysis of the historical forces which shaped the African American experience in America from past to present. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Engaged Learning.

African American Studies AFAM 1998 Special Studies 1 TO 4

African American Studies AFAM 1999 Independent Studies 1 TO 4

African American Studies AFAM 2243 African American Studies Research Methods 4 An introduction to the methods used to acquire and disseminate knowledge about the systems and policies that affect the African American Community. University Core fulfilled: Foundations: Quantitative Reasoning.

African American Studies AFAM 2261 Gospel Choir I 1 Students participating in LMU Gospel Choir enroll in this course.

African American Studies AFAM 2998 Special Studies 1 TO 4

African American Studies AFAM 2999 Independent Studies 1 TO 4

African American Studies AFAM 3432 Black Families 4 This course traces the development of family theory, meanings, representation, and formation from the period of slavery up to recent times. The course engages long-standing and current debates about black families in the research scholarship across disciplines and in the society at large. University Core fulfilled: Flag: Engaged Learning.

African American Studies AFAM 3643 Black Community Engagement 4 A survey of the effects of long-standing discrimination and deprivation of 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 on the growing community control of the ghetto. University Core fulfilled: Flag: Engaged Learning.

African American Studies AFAM 3621 African American Literature 4 A study of the major themes in selected works of African American literature; examination of their social, historical, cultural, and contemporary significance.

African American Studies AFAM 4422 Hip Hop Culture 4 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.

African American Studies AFAM 3998 Special Studies 1 TO 4

African American Studies AFAM 3999 Independent Studies 1 TO 4

African American Studies AFAM 4642 Sex, Race, and Violence 4 This course examines the issues of sex, race, and violence and their implications for the individual, the family, and the community. Emphasis is placed on the role of socialization and the myths that impact societal attitudes about sex and violence. Students have an opportunity to identify and to explore factors that influence the manifestation of physical violence (including dating violence, child abuse, and domestic violence), and sexual violence (including date rape, stranger rape, and marital rape) across the dimensions of race, ethnicity, and gender.

African American Studies AFAM 4644 African American Social Thought 4 A survey of the development of African American social thought with special emphasis on current philosophies that influence contemporary African American social movements.

African American Studies AFAM 4641 Capstone Project 4 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.

African American Studies AFAM 4998 Special Studies 1 TO 4

African American Studies AFAM 4999 Independent Studies 1 TO 4

African American Studies AFAM 5998 Special Studies 1 TO 4

African American Studies AFAM 5999 Independent Studies 1 TO 4

African American Studies AFAM 4631 Black Los Angeles 4 This course reviews the social, economic, political, environmental, and spatial characteristics of Los Angeles. Students will be introduced to various theories and methods of examining urbanization, racial segregation, and economic development in order to develop a critical understanding of the contemporary circumstances of Blacks in Los Angeles.

African American Studies AFAM 2262 Gospel Choir II 1 Students participating in LMU Gospel Choir enroll in this course. Prerequisite: AFAM 2261.

African American Studies AFAM 2263 Gospel Choir III 1 Students participating in LMU Gospel Choir enroll in this course. Prerequisite: AFAM 2262.

African American Studies AFAM 2264 Gospel Choir IV 1 Students participating in LMU Gospel Choir enroll in this course. Prerequisite: AFAM 2263.

African American Studies AFAM 2623 Comics, Race, and Representation 4 Comic books are considered one of only two original American art forms (jazz is the other), and American culture is thoroughly imbued with their influence and iconography. This course explores perspectives and debates concerning the way comic books have presented, engaged, promoted, and rejected notions related to race, particularly Black racial formations, in America.

African American Studies AFAM 3231 The African American Religious Tradition 4 An examination of the history and practices of the African American church and the role it has played in the development of African American identity, culture, and social activism. University Core fulfilled: Faith and Reason

African American Studies AFAM 3241 Africana Philosophy 4 An exploration of themes and movements in Africana philosophy with special emphasis on the critique of exclusively Eurocentric philosophical paradigms.

African American Studies AFAM 3623 American Cinema and Black Representation 4 In the post-Civil Rights era, African Americans are a part of American culture in ways that reflect not only a high degree of visibility but also extraordinary popularity. American cinema is a significant visual medium that has delivered various representations of Black people, racial progress, and notions of racial pathology (whether real or fictional). This course examines how American cinema has defined the issue of race in American society.

African American Studies AFAM 4241 Race, Gender, and the Law 4 This course will explore the ways in which the American legal system has contributed to the shaping of race and gender in American culture.

African American Studies AFAM 4433 Black Culture and Identities 4 This course focuses on a critical interrogation of notions of blackness and authenticity in racial identification. The course examines constructions and (mis)representations of blackness, mixed race, as well as trans-national expressions of culture, resistance, and self-expression in the construction of family and identities.

African American Studies AFAM 3308 Major Themes in African American History 4 Explores the major historical themes in African American History such as Slavery and Freedom, The Harlem Renaissance, Civil Rights and Black Power, and African Americans at the Turn of the 21st Century. University Core fulfilled: Flag: Engaged Learning. Corequisite: AFAM 3309.

African American Studies AFAM 3309 Engaged Learning Lab 0 This course is a zero-semester-hour lab that is required for AFAM 3308. Credit/No Credit grading. Corequisite: AFAM 3308.

African American Studies AFAM 3112 Black Religion and Social Justice 4 This course examines the history of the African American church (broadly defined) as well as its important role in social activism. University Core fulfilled: Integrations: Interdisciplinary Connections.

African American Studies AFAM 3800 Social Justice Internship/Research Experience 1-4 An opportunity to connect the academic side of African American Studies with the black community. Students will work with a community organization or conduct research in the area of African American Studies.

African American Studies AFAM 4223 Race in Popular Culture 4 This course examines how black people have been portrayed in various forms of popular culture and how those portrayals have impacted the race in our society.

African American Studies AFAM 6881 African American Religious Experience 3

ASIAN AND ASIAN AMERICAN STUDIES

APAM 335 Asian Pacific American Politics and Social Movements 4 Examines Asian American political participation from legal challenges and labor organizing to social protests and electoral politics. Explores Asian Pacific American politics and social movements in light of dramatic changes in domestic and international contexts of the past half a century.

APAM 1117 Introduction to Asian Pacific American Studies: A Comparative and Global Perspective 4 An introductory course which surveys the cultures and histories of Asian Pacific Americans in the United States. Interaction among various Asian Pacific American communities also will be discussed.

University Core fulfilled: Foundations: Studies in American Diversity.

Asian and Asian American Studies APAM 1998 Special Studies 1 TO 4

Asian and Asian American Studies APAM 1999 Independent Studies 1 TO 4

Asian and Asian American Studies APAM 2998 Special Studies 1 TO 4

Asian and Asian American Studies APAM 2999 Independent Studies 1 TO 4

Asian and Asian American Studies APAM 4350 Immigration and Los Angeles 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Asian and Asian American Studies APAM 2371 Asian Pacific American Literature 4 A survey of Asian Pacific American writers and their literature, using critical analysis of autobiographies, short stories, novels, poetry, essays, and films. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

Asian and Asian American Studies APAM 3998 Special Studies 1 TO 4

Asian and Asian American Studies APAM 3999 Independent Studies 1 TO 4

Asian and Asian American Studies APAM 2417 Contemporary Issues of Asian Pacific Americans 4 Topical studies of timely and pertinent contemporary interest involving Asian Pacific Americans in the United States. University Core fulfilled: Explorations: Understanding Human Behavior; Flag: Engaged Learning.

Asian and Asian American Studies APAM 4327 Asian American Psychology 4 Coverage of major psychological issues relevant to Asian American personality, identity, and mental health, including acculturation, the creation of stereotypes, and intergenerational conflict.

Asian and Asian American Studies APAM 4235 Asian Pacific American Women's Experience 4 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 as well as political and community activism.

Asian and Asian American Studies APAM 4337 Asian Pacific Americans and the American Law 4 An examination of constitutional, immigration, and civil rights laws and their impact on the Asian Pacific American experience. Discussions may include analysis of historical court cases and legislation pertaining to citizenship, exclusion, and World War II internment as well as the study of contemporary legal issues in Asian Pacific American communities.

Asian and Asian American Studies APAM 4450 Specific Ethnic Focus Seminars 4 An in-depth examination of the experience of a single Asian Pacific American subgroup. Populations covered will vary.

Asian and Asian American Studies APAM 4453 Filipino American Experience 4 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 American communities in Los Angeles and Southern California.

Asian and Asian American Studies APAM 4457 Vietnamese American Experience 4 Comprehensive introduction to the Vietnamese American experience. Review of Southeast Asian politics during the Cold War with emphasis on U.S. policies in Vietnam. Review of contemporary issues in the Vietnamese American community, including economic integration, political mobilization, and community and family dynamics. In-depth study of the social and cultural lives of Vietnamese Americans in Los Angeles and California.

Asian and Asian American Studies APAM 4459 Pacific Islander American Experience 4 Comprehensive study of the Pacific Islander American experience, including the histories and cultures of Pacific Islanders and contemporary issues facing the Pacific Islander American communities.

Asian and Asian American Studies APAM 4178 Asians in America: From the "Yellow Peril" to the "Model Minority" 4 This class traces the many-faceted histories of Asian Americans and Pacific Islanders from cross-cultural and transitional perspectives, beginning with the earliest immigration to the present era.

Asian and Asian American Studies APAM 4998 Special Studies 1 TO 4

Asian and Asian American Studies APAM 4999 Independent Studies 1 TO 4

Asian and Asian American Studies APAM 5000 Senior Thesis 0 TO 4 This course will provide APAM minors with the opportunity to work on an individualized research project under the direction of a faculty member.

Asian and Asian American Studies APAM 4188 Imagining Asian Pacific America 4 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.

Asian and Asian American Studies APAM 1118 United States and the Pacific World 4 This class surveys the ways in which U.S. interchanges with Asia and the Pacific Islands have transformed cultural, political, ideological, and socioeconomic developments on both sides of the Pacific from the earliest contact to the twenty-first century within global and comparative frameworks. University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Asian and Asian American Studies APAM 4451 Multiracial Americans in the American Imagination 4 This course engages in an interdisciplinary examination of the identity development of persons of mixed race ancestry in the United States through which students derive a critical understanding of race, ethnicity, and culture, while developing a deeper appreciation for ethnic, class, gender, generational, and racial diversity. University Core fulfilled: Integrations: Interdisciplinary Connections.

Asian and Asian American Studies APAM 4335 Asian Pacific American Politics and Social Movements 4 Examines Asian American political participation from legal challenges and labor organizing to social protests and electoral politics. Explores Asian Pacific American politics and social movements in light of dramatic changes in domestic and international contexts of the past half a century.

Asian and Asian American Studies ASPA 2100 Asian Civilizations 4 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. University Core fulfilled: Foundations: Studies in American Diversity; Flag: Oral Skills.

Asian and Asian American Studies ASPA 2998 Special Studies 1 TO 4

Asian and Asian American Studies ASPA 2999 Independent Studies 1 TO 4

Asian and Asian American Studies ASPA 3200 Masterpieces of East Asian Literature 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Oral Skills.

Asian and Asian American Studies ASPA 3400 Politics of Asia 4 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.

Asian and Asian American Studies ASPA 3500 Economic and Political Issues in Contemporary Asia 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

Asian and Asian American Studies ASPA 3600 Introduction to Asian Media 4 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.

Asian and Asian American Studies ASPA 3300 Arts of Asia 3 (See ARHS 3351.)

Asian and Asian American Studies ASPA 3800 Buddhism 4 (See THST 3282.)

Asian and Asian American Studies ASPA 3860 Introduction to Asian Literature 4 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.

Asian and Asian American Studies ASPA 3870 China's Women and One Child Family 4 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? University Core fulfilled: Integrations: Interdisciplinary Connections.

Asian and Asian American Studies ASPA 3890 Contemporary Chinese Cinema 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Information Literacy.

Asian and Asian American Studies ASPA 3970 Popular Culture in East Asia 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Asian and Asian American Studies ASPA 3998 Special Studies 1 TO 4

Asian and Asian American Studies ASPA 3999 Independent Studies 1 TO 4

Asian and Asian American Studies ASPA 4820 Daoism: Theory and Practice 4 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.

Asian and Asian American Studies ASPA 4830 Advanced Asian Media 4 This is a sequel to ASPA 3600, 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://asiamedia.lmu.edu>), 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.

Asian and Asian American Studies ASPA 4860 Topics in Asian Literature 4 The subject matter of this course will vary from semester to semester.

Asian and Asian American Studies ASPA 4870 Asian Mythology 4 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. Junior or senior standing required. University Core fulfilled: Integrations: Interdisciplinary Connections.

Asian and Asian American Studies ASPA 4880 Modern Asian Fiction 4 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.

Asian and Asian American Studies ASPA 4900 Asian Women Writers 4 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.

Asian and Asian American Studies ASPA 4998 Special Studies 1 TO 4

Asian and Asian American Studies ASPA 4999 Independent Studies 1 TO 4

Asian and Asian American Studies ASPA 5000 Senior Integrating Seminar 4 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.

Asian and Asian American Studies ASPA 3960 Hong Kong Cinema 4 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.

Asian and Asian American Studies ASPA 4600 Women in Asia 4 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 of gender 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Asian and Asian American Studies ASPA 3850 Meditative Gaze: Dao and Film 3 This course brings two distinctive disciplines, philosophy and film theory together into a coherent discourse. The focus of the class is on the philosophical question most often posed as the mind-body problem and the various ways that media texts have addressed and articulated this issue, specifically through the adoption of a meditative gaze as a philosophically charged stylistic approach. (See PHIL 3355.)

Asian and Asian American Studies ASPA 3100 The Two Thousand Years of Christianity in Asia 4 Course Description: This course traces the two significant developments of Christianity in Mesopotamia, Central Asia, South Asia, Southeast Asia and East Asia: during the eastwards spread in the first millennium and then its second movement since the Age of Discovery. IINC

Asian and Asian American Studies ASPA 3610 Asian Media Practicum 2 Learn how to best write and think about Asia in all its importance and complexity for public publication on the well-established website of ASIA MEDIA INTERNATIONAL-asiamedia.lmu.edu- with bylines.

Asian and Asian American Studies ASPA 3620 Foreign Perceptions 2 Viewing issues of international relations through a single national lens is fraught with the danger of debilitatingly narrow parochialism. Via on-line seminars with counterpart students at Asian universities, we view key issues through a sophisticated multinational lens.

Asian and Asian American Studies ASPA 3990 China Look US/US Look China 4 Both a contemporary as well as historical analysis of currently roiling China-US relations, based on cutting-edge first person perspectives by notable scholar-participants in the bilateral, from Henry Kissinger to Winston Lord to the professor's own contemporary work.

Asian and Asian American Studies ASPA 4200 The Future of the U.N. 4 An intensive, sophisticated study of the core problem of the UN system by simulating the crisis operations of the UN Security

Council via student assumption of national delegation identities in SC Resolutions or SC Presidential Statements process.

BIOETHICS

BIOE 6000 Introduction to Bioethics 3 Bioethics represents a complex intellectual phenomenon in the canon of newly emerging disciplines. Although an established academic field, it still struggles to find a formal and coherent methodology for the analysis of ethical problems triggered by advances in medicine and the life sciences. The course introduces students to the historical, theoretical, and thematic dimensions of bioethics. More specifically, the course looks at historical contribution of theologians and philosophers to bioethics; it addresses the theoretical challenges of bioethics as an interdisciplinary field, with an emphasis on dominant theories in bioethics; and, finally, it touches upon the main topics of bioethics, including medical experimentation, assisted reproductive technologies, genetics, transplantation, assisted suicide, and euthanasia.

Bioethics BIOE 6100 Bioethics at the Beginning of Life 3 The course looks at bioethical questions that concern the beginnings of life. Topics include the ethics of abortion, maternal fetal conflicts, ethical problems in perinatology and neonatology, as well as the ethical judgment on the entire field of assisted reproductive medicine--from in vitro fertilization, to surrogate motherhood, gamete storage techniques, and pre-implantation genetic diagnosis. There is also a clinical component to this class that offers students with an opportunity for engaged learning. Students will be exposed to decision-making in the clinical setting of obstetrics and neonatology departments at various hospitals.

Bioethics BIOE 6200 Law and Bioethics 3 The law contributes to public bioethics discourse on a variety of issues, from abortion to assisted suicide and euthanasia, to questions of access to health care. This course looks at the intersection of law and bioethics, relative especially to the study of important legal cases and court decisions. Examples include *Roe v. Wade* and *Planned Parenthood v. Casey* for abortion, *Quinlan*, *Cruzan*, and *Schiavo* for end of life issues, etc. Students will be exposed to the ethical reasoning of important legal cases and their jurisprudential developments, thus showing how landmark legal cases have shaped bioethical discourse.

Bioethics BIOE 6300 Bioethics at the End of Life 3 The increasing medicalization of the dying process poses new ethical problems to health care professionals and patients alike. This course looks at the bioethical problems that concern the end of life. Topics include ethical criteria for withholding and withdrawing treatments, palliative care, proxy decision making for incompetent patients, as well as the controversial questions, newly emerging in both the clinical realm and the law, of assisted suicide and euthanasia. This class will entail a clinical component as well. Students will be exposed to decision-making in the clinical setting of the Intensive Care Unit at various hospitals or in nursing homes.

Bioethics BIOE 6400 Clinical Bioethics 3 This class focuses on "clinical" bioethics, that is, the ethics of decision making at the bedside, exposing students to the practical mechanisms presiding over such decisions in today's health care facilities, such as ethics committees, clinical consultations, clinical rounds, etc. In addition to being introduced to some methods and content of clinical bioethics, this class offers students a first exposure to the institutional mechanism mentioned above, together with the opportunity to interact with those who do bioethics in a clinical setting.

Bioethics BIOE 6500 Elective Topics in Bioethics 3 This course analyzes specific topics in bioethics, such as public policy and bioethics, global bioethics, feminist bioethics, the relation between bioethics and environmental sensibility, history of medicine, sociology of medicine, etc. These courses are taught by affiliate faculty of the Bioethics Institute and introduce students to the interdisciplinary dimensions of bioethical questions.

Bioethics BIOE 6600 Foundations of Theological Ethics 3 This course introduces students to the foundations of theological ethics. After a historical introduction dealing with different models of ethical thinking, the course looks at the following: biblical roots of Christian morality; the mediation of faith and moral reason, with special reference to the relation of philosophical and theological ethics; the debate on normative theories; and the integration of virtue ethics, fundamental moral option, and action theory. Applications to contemporary issues in the field of bioethics exemplify the meaning and function of different foundational frameworks and the relation between theory and practice in theological ethics.

Bioethics BIOE 6700 Foundations of Philosophical Ethics 3 This course introduces students to the theories and problems of moral philosophy, comprising both a historical and a systematic component. Main versions of ethics will be studied, including natural law and virtue ethics, deontological and consequentialist theories. Students will understand the function and importance of ethical frameworks for the articulation of bioethical problems.

Bioethics BIOE 6999 Independent Studies 1 TO 3

Bioethics BIOE 1000 Introduction to Bioethics 4 Bioethics is a normative enterprise that reflects on the fundamental nature of human personhood, as well as issues of the common good. Theological reflection is integral to this endeavor. This course will invite students to examine the extent to which Christian theological reflection informs bioethical discourse on issues such as genetic medicine, stem cell research, health care dilemmas, artificial intelligence, beginning of life issues, physician-assisted suicide, and other topics. University Core fulfilled: Foundations: Theological Inquiry.

Bioethics BIOE 3000 Advanced Topics Seminar 4 This seminar focuses the students on a single bioethical issue, allowing a deep dive into the nuance and complexity of real-life dilemmas, as framed by the best practices of clinical bioethicists, medical ethics scholars, and "systems" experts--such as regulators, commerce-drivers and researchers. Issues include but are not limited to Justice and Health Care, Bioethics and the Beginning of Life, Bioethics and the End of Life, and Clinical Bioethics. As both a capstone and interdisciplinary seminar, this course will require a student to examine and evaluate a bioethical issue by approaching and integrating content and knowledge from other courses in the Bioethics minor. Prerequisite: BIOE 1000. University Core fulfilled: Integrations: Interdisciplinary Connections.

Bioethics BIOE 6664 Bioethics at the End of Life 3 Permission of BIOE director required.

Bioethics BIOE 6663 Bioethics at the Beginning of Life 3 Permission of BIOE director required.

CATHOLIC STUDIES

Catholic Studies CATH 1030 Exploring the Catholic Theological Tradition 4 (See THST 1030.)

Catholic Studies CATH 1998 Special Studies 1 TO 4

Catholic Studies CATH 1999 Independent Studies 1 TO 4

Catholic Studies CATH 3310 Guadalupe: Queen of the Américas 4 (See CLST 3310.)

Catholic Studies CATH 3020 Late Antique and Medieval Western Christianity 4 (See THST 3020.)

Catholic Studies CATH 3021 The History of Christianity from the Middle Ages to the Present 4 (See THST 3021.)

Catholic Studies CATH 3105 Ethics of Love and Marriage 4 (See PHIL 3105.)

Catholic Studies CATH 3240 Water, Word, and Wine 4 (See THST 3240.)

Catholic Studies CATH 3231 Catholicism after Vatican II 4 (See THST 3231.)

Catholic Studies CATH 3250 Psychology, Spirituality, Transformation 4 (See THST 3250.)

Catholic Studies CATH 3561 Christian Marriage and Sexuality 4 (See THST 3561.)

Catholic Studies CATH 3400 Philosophy of Religion 4 (See PHIL 3400.)

Catholic Studies CATH 3241 Meeting Christ in Faith and Art 4 (See THST 3241.)

Catholic Studies CATH 3998 Special Studies 1 TO 4

Catholic Studies CATH 3999 Independent Studies 1 TO 4

Catholic Studies CATH 4240 Italian Renaissance Art 4 (See ARHS 4240.)

Catholic Studies CATH 4142 Transformation of Medieval Europe 4 (See HIST 4142.)

Catholic Studies CATH 4260 Baroque Art 4 (See ARHS 4260.)

Catholic Studies CATH 4023 Medieval Theology 4 (See THST 4023.)

Catholic Studies CATH 4031 Christology 4 (See THST 4031.)

Catholic Studies CATH 4040 Eucharistic Theology 4 (See THST 4040.)

Catholic Studies CATH 4090 Major Theological and Religious Thinker 4 (See THST 4090.)

Catholic Studies CATH 4051 Ignatian Spirituality 4 (See THST 4051.)

Catholic Studies CATH 4900 Seminar in Catholic Studies 4 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.

Catholic Studies CATH 4998 Special Studies 1 TO 4

Catholic Studies CATH 4999 Independent Studies 1 TO 4

Catholic Studies CATH 3339 Rhetoric, Literature, and Religion 4 (See ENGL 3339.)

Catholic Studies CATH 3100 Ethics 4 (See PHIL 3100.)

Catholic Studies CATH 3022 Women in Christian History 4 (See THST 3022.)

Catholic Studies CATH 3110 Environmental Ethics 4 (See PHIL 3110.)

Catholic Studies CATH 3115 Ethics for Engineering and Science 4 (See PHIL 3115.)

Catholic Studies CATH 3120 Business Ethics 4 (See PHIL 3120.)

Catholic Studies CATH 3211 Jesus in Gospel and Film 4 (See THST 3211.)

Catholic Studies CATH 3220 Eastern Christian Traditions 4 (See THST 3220.)

Catholic Studies CATH 3222 European Christianity: Schism, Reform, and Ecumenical Dialogue 4 (See THST 3222.)

Catholic Studies CATH 3223 Mystics and Heretics 4 (See THST 3223.)

Catholic Studies CATH 3232 U.S. Latinx Theology 4 (See THST 3232.)

Catholic Studies CATH 3237 Sex and the City of God 4 (See THST 3237.)

Catholic Studies CATH 3242 Faith and the Management Profession 4 (See THST 3242.)

Catholic Studies CATH 3285 Women and Religion 4 (See THST 3285.)

Catholic Studies CATH 3563 Love and Justice 4 (See THST 3563.)

Catholic Studies CATH 3741 Religion and Film 4 (See THST 3741.)

Catholic Studies CATH 3752 Contemplatives in Action: Psychology, Spirituality, and Liberation 4 (See THST 3752.)

Catholic Studies CATH 3780 World Religions and Ecology 4 (See THST 3780.)

Catholic Studies CATH 1020 American Catholicism 4 (See THST 1020.)

Catholic Studies CATH 3230 Jesus, Kingdom, Church 4 See THST 3230.

Catholic Studies CATH 3200 Medieval Art 4 (See ARHS 3200.)

Catholic Studies CATH 4250 Northern Italian Renaissance Art 4 (See ARHS 4250.)

Catholic Studies CATH 3023 Medieval Religious Thought and Practice 4 (See THST 3023.)

Catholic Studies CATH 3221 Greek Orthodox Tradition 4 (See THST 3221.)

Catholic Studies CATH 3712 Augustine 4 (See PHIL 3712.)

Catholic Studies CATH 3281 Islam in America 4 (See THST 3281.)

Catholic Studies CATH 3252 Orthodox Christian Spirituality 4 (See THST 3252.)

Chicana/o and Latina/o Studies CLST 1116 Introduction to Chicana/o-Latina/o Studies 4 An interdisciplinary overview of Chicana/o-Latina/o Studies to familiarize students with historical and contemporary issues in Chicana/o and Latina/o communities. University Core fulfilled: Foundations: Studies in American Diversity.

CHICANA/O AND LATINA/O STUDIES

Chicana/o and Latina/o Studies CLST 1998 Special Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 1999 Independent Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 2206 Introduction to Chicana/o, Latina/o Literature 4 An overview of a range of genre, themes, and concepts created by Chicana/o and other U.S. Latina/o writers.

Chicana/o and Latina/o Studies CLST 2998 Special Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 2999 Independent Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 3302 Chicanas and Latinas in the U.S. 4 Analysis of the historical, social, and cultural characteristics that shape the roles of Chicanas and Latinas in the U.S.

Chicana/o and Latina/o Studies CLST 3308 Contemporary Urban Issues 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning. Corequisite: CLST 3309.

Chicana/o and Latina/o Studies CLST 3310 Guadalupe, Queen of the Américas 4 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. University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Chicana/o and Latina/o Studies CLST 3332 Chicana/o-Latina/o Literature 4 Examines Chicana/o-Latina/o literature, its criticism as well as its various artistic genres, introducing students to its aesthetic and social values. (See ENGL 3350.) University Core fulfilled: Integrations: Interdisciplinary Connections.

Chicana/o and Latina/o Studies CLST 3320 Racial and Ethnic Politics 4 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. University Core fulfilled: Flag: Quantitative Literacy.

Chicana/o and Latina/o Studies CLST 4350 Immigration and Los Angeles 4 (See APAM 4350.)

Chicana/o and Latina/o Studies CLST 3360 Chicana/o and Latina/o History 4 An analytical survey of Native America, Latina/o America, and the recent past with a focus on race, ethnicity, sexuality, gender, and class. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Writing.

Chicana/o and Latina/o Studies CLST 3367 History of Los Angeles 4 (See HIST 4410.)

Chicana/o and Latina/o Studies CLST 3998 Special Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 3999 Independent Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 4404 Latina Feminist Theory 4 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. University Core fulfilled: Flag: Writing.

Chicana/o and Latina/o Studies CLST 4406 Chicana/o Consciousness 4 (See ENGL 3353.)

Chicana/o and Latina/o Studies CLST 4380 The Politics of California 1 TO 4 (See POLS 4380.)

Chicana/o and Latina/o Studies CLST 4390 The Politics of Los Angeles 4 (See POLS 4390.)

Chicana/o and Latina/o Studies CLST 4310 Chicana/o Politics 4 (See POLS 4310.)

Chicana/o and Latina/o Studies CLST 4998 Special Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 4999 Independent Studies 1 TO 4

Chicana/o and Latina/o Studies CLST 5003 Capstone Seminar 4 A senior seminar required of majors and minors. Students conduct original, independent research and present the work before an audience. Offered Spring semester only. University Core fulfilled: Flags: Oral Skills, Writing. Prerequisites: CLST 5002 and CLST 5001.

Chicana/o and Latina/o Studies CLST 3354 Prison Literature 4 (See ENGL 3354.)

Chicana/o and Latina/o Studies CLST 3309 Engaged Learning Lab 0 This course is a zero-semester-hour lab that is required for CLST 3308. Credit/No Credit grading. Corequisite: CLST 3308.

Chicana/o and Latina/o Studies CLST 3370 Politics of Mexico 4 Students' work will focus on historical context and real-time unfolding of Mexico's political development, structures, dynamics, and issues defining and redefining politics in Mexico today, including U.S. relations and the further turns these could take.

Chicana/o and Latina/o Studies CLST 3371 Mexico City/LA Comparison 4 An upper-division examination of the connections between Los Angeles and Mexico City that includes shared political, economic, and social futures. Studies include parallel historical advances that each city made to support burgeoning growth that resulted in mega city status and the concurrent planning issues and innovation it entailed. Students will consider a variety of scholarly disciplines and perspectives.

Chicana/o and Latina/o Studies CLST 5001 Capstone Research 1 This course is the first part of a required two-course capstone sequence for senior Chicana/o and Latina/o Studies majors and minors. Students begin their original research projects, focusing on formulating research questions and plans, and apply for IRB clearance if applicable. Offered Fall semester only. Corequisite: CLST 5002.

Chicana/o and Latina/o Studies CLST 5002 Advanced Critical Methods 4 This course is taken concurrently with CLST 5001 and is required for senior Chicana/o and Latina/o Studies majors and minors. The course focuses on historical and contemporary methods and debates in the field. Offered Fall semester only. Corequisite: CLST 5001.

Chicana/o and Latina/o Studies CLST 3362 Histories of Race and Sport 4 Examines the social, cultural, and political impact of sports in a variety of U.S. contexts from the 19th century to the present. Attention given to the ways organized sports constitutes, disrupts, and creates new understanding of race.

Chicana/o and Latina/o Studies CLST 3380 Media, Race, and Representation 4 The course examines U.S. media portrayals of various ethnoracial groups. Considers how gender and sexuality figure into these representations. Emphasis on Latina/o/x, Black, East Asian, Arab, and Indigenous representations, as well as representations of whiteness.

Chicana/o and Latina/o Studies CLST 2100 Interdisciplinary and Intersectional Methods 4 This course introduces students to interdisciplinary and intersectional forms of analysis and is required of CLST majors and minors. This is a course about how we approach our fields of study (they may be multiple) and how the questions we ask shape what we can know.

Chicana/o and Latina/o Studies CLST 3381 Power and Popular Culture 4 Examines the role that popular culture plays in the reproduction of not only dominant formations of power but also as a means of resistant engagements with and rejections of the mainstream, including fashion, music, film and television, and digital media. Students will engage with theories of power, privilege culture, and identity. University Core fulfilled: Integrations: Interdisciplinary Connections.

Chicana/o and Latina/o Studies CLST 4410 Critical Indigenous Studies 4 Comparative study of

Chicana/o and Native American literary and theoretical engagements with questions of nation, sovereignty, and the decolonial. Engages multiple theoretical perspectives and interdisciplinary approaches shaped by feminist, queer, and critical race studies. University Core fulfilled: Integrations: Interdisciplinary Connections.

Chicana/o and Latina/o Studies CLST 3363 History of Women in California 4 (See WGST 3600.)

Chicana/o and Latina/o Studies CLST 3301 Literature by Women of Color 4 (See WGST 3301.)
Classics and Archaeology CLAR 1130 Biblical Hebrew 4 This is a one-semester "crash course" intended to enable the student to acquire the basics of Biblical Hebrew adequate to understand references in scholarly literature and to begin to read simpler Biblical texts with the use of a dictionary.
Classics and Archaeology CLAR 1135 Readings in Classical Hebrew 4 Selected readings in both prose and poetry. Prerequisite: CLAR 1130 or equivalent.

Classics and Archaeology CLAR 1350 Egyptian Hieroglyphics 4 A study of the Middle Egyptian language and the hieroglyphic writing system. University Core fulfilled: Flag: Oral Skills.

CLASSICS AND ARCHAEOLOGY

Classics and Archaeology CLAR 2360 Ancient Near East 4 Study of the Near Eastern background of classical civilizations from the Neolithic to Alexander the Great. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Information Literacy.

Classics and Archaeology CLAR 3330 Introduction to Near Eastern Religions 4 A study of the religions, rituals, and pantheons of ancient Near Eastern societies. University Core fulfilled: Integrations: Faith and Reason; Flag: Information Literacy.

Classics and Archaeology CLAR 4350 Archaeology and the Bible 4 Study of selections of the Bible, combining historical criticism and exegesis with the relevant archaeology. University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Classics and Archaeology CLAR 2340 Archaeological Methods and Techniques 4 Modern archaeological methodology, theory, and interpretation. University Core fulfilled: Explorations: Understanding Human Behavior; Flag: Information Literacy.

Classics and Archaeology CLAR 4380 Archaeology Field Experience 0 TO 4 Active participation, usually of three-weeks duration, in an archaeological excavation or survey at selected Near Eastern, Classical, or New World sites. University Core fulfilled: Flag: Engaged Learning.

Classics and Archaeology CLAR 2230 Ancient Historians 4 A study of the great historians from ancient Greece, Rome, and China (in translation), with an emphasis on ancient historiographical traditions. University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Classics and Archaeology CLAR 2240 Ancient Greece 4 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. University Core fulfilled: Flags: Engaged Learning, Information Literacy, Historical Analysis and Perspectives

Classics and Archaeology CLAR 2250 Ancient Rome 4 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. University Core fulfilled: Explorations: Historical Analysis and Perspective.

Classics and Archaeology CLAR 3230 Arts of Greece 4 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 their historical context. University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Classics and Archaeology CLAR 3240 Arts of Rome 4 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. University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Classics and Archaeology CLAR 3220 Greek and Roman Religions 4 Study of the religious practices and beliefs of the Greeks and Romans from the archaic period to the triumph of Christianity. University Core fulfilled: Integrations: Faith and Reason.

Classics and Archaeology CLAR 4240 Greek Cinema 4 A study of some of the greatest Greek films in their modern political and social setting, with an emphasis on contemporary cultural identity and its roots in the western tradition. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

Classics and Archaeology CLAR 4230 Ancient World and Film 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Classics and Archaeology CLAR 1115 Elementary Latin I 4 A complete overview of Latin grammar, with an emphasis on morphology and syntax. University Core fulfilled: Flag: Oral Skills.

Classics and Archaeology CLAR 1125 Elementary Latin II 4 A continuation of Latin grammar from CLAR 1115; translation of prose passages adapted from Classical authors. Prerequisite: CLAR 1115 or equivalent.

Classics and Archaeology CLAR 1110 Elementary Greek I 4 A basic introduction to Greek grammar and syntax, including noun declension and verb conjugation; translation of simple prose passages.

Classics and Archaeology CLAR 1120 Elementary Greek II 4 A continuation of the grammar and syntax of CLAR 1110, with a focus on more complex sentences; translation of more elaborate prose and poetry passages. Prerequisite: CLAR 1110 or equivalent.

Classics and Archaeology CLAR 1111 Greek and Latin for Medicine I 1 A study of medical terminology derived from Greek and Latin roots.

Classics and Archaeology CLAR 1112 Greek and Latin for Medicine II 1 Further study of medical terminology derived from Greek and Latin roots. Prerequisite: CLAR 1111 .

Classics and Archaeology CLAR 3360 Aegean Art and Archaeology 4 A study of the art and archaeology of the pre-classical Aegean world, from the Neolithic to the end of the Bronze Age. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Information Literacy.

Classics and Archaeology CLAR 4220 Classical Hellenism, Race, Ethnicity 4 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. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Writing, Information Literacy.

Classics and Archaeology CLAR 3998 Special Studies 1 TO 4

Classics and Archaeology CLAR 3999 Independent Studies 1 TO 4

Classics and Archaeology CLAR 4998 Special Studies 1 TO 4

Classics and Archaeology CLAR 4999 Independent Studies 1 TO 4

Classics and Archaeology CLAR 2999 Independent Studies 1 TO 4

Classics and Archaeology CLAR 2998 Special Studies 1 TO 4

Classics and Archaeology CLAR 1998 Special Studies 1 TO 4

Classics and Archaeology CLAR 4250 Anne Carson: Classic Iconoclast 4 An interdisciplinary study of the works of Anne Carson and her interaction with the Classical tradition.

Core: Interdisciplinary Connections Flags: Writing, Oral Skills

Classics and Archaeology CLAR 1999 Independent Studies 1 TO 4

Classics and Archaeology CLAR 4210 Axial Age 4 A study of the philosophy and culture of Eurasia from the 8th to the 4th centuries BCE, with special emphasis on the great teachers of the age from China, India, Persia, Israel, and Greece. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Writing.

Classics and Archaeology CLAR 3390 Archaeology of the Levant 4 Study of the Levantine civilizations and societies from the Neolithic period to the mid-first millennium BC, with hands-on classes utilizing artifacts from LMU's archaeological collection. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Information Literacy.

Classics and Archaeology CLAR 4371 Archaeology Lab: Ancient Textiles: From Fiber Production to Social Identity 4 Special projects in the study of the techniques and materials used in ancient textile production in Egypt and the Ancient Near East, employing materials from LMU's Archaeological Center collections. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Writing.

Classics and Archaeology CLAR 4372 Archaeology Lab: Chalcolithic Culture of the Levant 4 A hands-on study of the artifacts and archaeological context of the pre-Bronze Age cultures of the Levant, using materials from the Archaeology Center collections.

Classics and Archaeology CLAR 3345 Babylonian Cuneiform 4 An introduction to the language and writing system of Ancient Mesopotamia.

Classics and Archaeology CLAR 3350 Ancient Egyptian Religion 4 A survey of origins and aspects of the various pantheons, rituals, creation themes, and other features of the religion of the Egyptian Middle Kingdom. University Core fulfilled: Flag: Information Literacy.

Classics and Archaeology CLAR 3370 Egyptian Art and Archaeology 4 A study of Egyptian art and archaeology from the Neolithic to the Roman period. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Information Literacy.

Classics and Archaeology CLAR 3210 Classical and Near Eastern Myths 4 Study of the basic myths and myth patterns of the Greeks, Romans, and Near Eastern cultures, and their mythological heritage in Western literature and art. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Information Literacy.

Classics and Archaeology CLAR 2210 Greek Tragedy in Performance 4 A study of the plays of Aeschylus, Sophocles, and Euripides (in translation), with an emphasis on production. University Core fulfilled: Explorations: Creative Experience: Flags: Oral Skills, Writing.

Classics and Archaeology CLAR 2220 Ancient Comedy in Performance 4 A study of the plays of Aristophanes and Menander (in translation), with an emphasis on production. University Core fulfilled: Explorations: Creative Experience.

Classics and Archaeology CLAR 4360 From Greece to Gotham: Archaeology of the Heroes 4 An examination of how societies define and portray heroes in art and literature, beginning in the ancient Greek world and continuing through the modern era, and how heroes promote cultural values and mores. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Classics and Archaeology CLAR 3130 Biblical Hebrew 4 A concentrated course in Hebrew, with attention paid to its historical development and to comparative phonetics and morphology.

Classics and Archaeology CLAR 4270 Representations of Greece: Ancient and Modern 4 The course offers students the unique opportunity to study complex issues surrounding representations of Greece from the classical to the modern world through an interdisciplinary approach that will highlight four areas of study: politics and economics; food and travel; theater and film; family, religion, and state. The course includes an embedded internship with the Los Angeles Greek Film Festival (LAGFF). Students publish a blog on research topics selected from the LAGFF film submissions. Core: Interdisciplinary Connections Flags: Writing, Engaged Learning

Classics and Archaeology CLAR 4410 Capstone Research Skills 1 This course goes with any of the 4-semester-hour capstone courses and focuses on research skills and methodology for writing the capstone research project.

Classics and Archaeology CLAR 4420 Capstone Presentation 1 This course is typically taken in the final semester of the program and culminates in the presentation of a research paper for the Spring BCLA and/or Classics & Archaeology Undergraduate Research Symposiums.

Classics and Archaeology CLAR 4280 Greek Film Festival Internship 0 TO 4 This course offers a supervised internship with the Los Angeles Greek Film Festival (LAGFF) administrated by Prof. Katerina Zacharia, LAGFF Director of Education & Culture. The course provides the necessary resources and tools to students to maximize career seeking skills through internship advisement, resume and cover letter support, and reflection on the internship experience. May be repeated for a maximum of 4 semester hours. Credit/No Credit grading.

Classics and Archaeology CLAR 2200 Epic Poetry 4 A reading and analysis of Homer's Iliad and Odyssey, and Vergil's Aeneid (in translation).

Classics and Archaeology CLAR 2365 Introduction to Near Eastern Literatures 4 A survey of the major literary output of ancient Egypt, Babylonia, Ugarit, and other ancient Levantine cultures (in translation). University Core fulfilled: Flag: Information Literacy.

Classics and Archaeology CLAR 3380 Classical Numismatics 4 Hands-on study of the coinages of ancient Greece, Rome, and the Eastern Mediterranean, with emphasis on archaeology, art history, and monetary origins. Students will use the large collections and library of the Archaeology Center. University Core fulfilled: Flag: Information Literacy.

ECONOMICS

ECON 1050 Introductory Economics 4 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 substitutes for ECON 1100 and ECON 1200 wherever one or both are stated as prerequisites. University Core fulfilled: Explorations: Understanding Human Behavior.

Economics ECON 1100 Introductory Microeconomics 4 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. University Core fulfilled: Explorations: Understanding Human Behavior.

Economics ECON 1200 Introductory Macroeconomics 4 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. University Core fulfilled: Explorations: Understanding Human Behavior.

Economics ECON 1998 Special Studies 1 TO 4

Economics ECON 1999 Independent Studies 1 TO 4

Economics ECON 2300 Introductory Statistics 4 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. Recommended: MATH 112 or MATH 131 or concurrent enrollment. University Core fulfilled: Foundations: Quantitative Reasoning.

Economics ECON 2350 Accelerated Introductory Statistics 4 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 2300 and substitutes for ECON 2300 wherever it is stated as a prerequisite. Recommended: MATH 112 or MATH 131 or concurrent enrollment.

Economics ECON 2998 Special Studies 1 TO 4

Economics ECON 2999 Independent Studies 1 TO 4

Economics ECON 3100 Intermediate Microeconomics 4 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 1050 and a grade of at least B- in MATH 112 or of at least C in MATH 131. University Core fulfilled: Flag: Quantitative Literacy.

Economics ECON 3200 Intermediate Macroeconomics 4 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 1050 and a grade of at least B- in MATH 112 or of at least C in MATH 131. University Core fulfilled: Flag: Writing.

Economics ECON 3220 Money and Banking 4 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 1050.

Economics ECON 3300 Econometrics 4 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 1050 and ECON 2300. University Core fulfilled: Flags: Information Literacy, Quantitative Literacy.

Economics ECON 3340 Forecasting Methods 4 Analysis of a wide range of forecasting methods, including regression, smoothing, and ARIMA models. Prerequisite: A grade of at least B- in ECON 1050.

Economics ECON 3380 Economic Geography 4 Using geographical information systems to test spatial economics and classical locational theories, we explore economic activity and worldwide patterns of trade. Prerequisite: ECON 1050.

Economics ECON 3400 U.S. Economic History 4 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. Prerequisite: A grade of at least B- in ECON 1050.

Economics ECON 3420 History of Economic Thought 4 An analysis of the evolution of moral, political, and economic ideas and theories and their influence on the development of economic society. Prerequisite: ECON 1050.

Economics ECON 4540 Labor Economics 4 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. Prerequisites: ECON 3100 and ECON 3300, both with a grade of at least C-.

Economics ECON 3560 Urban Economics 4 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 1050. University Core fulfilled: Integrations: Interdisciplinary Connections.

Economics ECON 3600 Financial Economics 4 Practical application of financial theory in both a certain and uncertain environment. Focus on capital budgeting, financial structure, cost of capital, and dividend policy. Prerequisite: ECON 1050.

Economics ECON 3620 Managerial Economics 4 Provides a solid foundation of economic understanding for use in managerial decision making. It focuses on optimization techniques in the solution of managerial problems. Prerequisite: ECON 1050.

Economics ECON 3640 Multinational Corporation 4 The economic power and impact; the expansion of multinational business, international movement of management techniques, labor, resources, and technology. Prerequisite: ECON 1050.

Economics ECON 3660 Personal Finance 4 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 1050.

Economics ECON 3690 Chinese Economic and Business System 4 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.
Prerequisite: ECON 1050.

Economics ECON 3700 International Trade 4 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 1050.

Economics ECON 3720 International Finance Theory 4 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 1050.

Economics ECON 3740 Economic Development of Minority Communities 4 Historical study of minority groups in the American economy. Emphasis upon institutions, ideas, and individuals.
Prerequisite: ECON 1050. University Core fulfilled: Flag: Engaged Learning.

Economics ECON 3998 Special Studies 1 TO 4

Economics ECON 3999 Independent Studies 0 TO 4

Economics ECON 4100 Intermediate Microeconomics II 4 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 3100 with a grade of at least C-.

Economics ECON 4120 Economics and Ethics 4 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 3100 with a grade of at least C-. University Core fulfilled: Integrations: Ethics and Justice.

Economics ECON 4140 Game Theory 4 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 3100 with a grade of at least C-.

Economics ECON 4160 Environmental Economics 4 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 3100 with a grade of at least C-. University Core fulfilled: Integrations: Interdisciplinary Connections.

Economics ECON 4340 Experimental and Behavioral Economics 4 Experimental methods of research in economics. Basic experimental concepts, induced value theory, individual decisions, game theory, market experiments, auctions, bargaining, public choice. Prerequisite: ECON 3100 and ECON 3300, both with a grade of at least C-. University Core fulfilled: Flag: Oral Skills.

Economics ECON 4500 Industrial Organization 4 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 3100 with a grade of at least C-.

Economics ECON 4520 Political Economy 4 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: ECON 3100 with a grade of at least C-.

Economics ECON 4560 Law and Economics 4 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. Prerequisites: ECON 3100 and ECON 3300, both with a grade of at least C-. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Quantitative Literacy.

Economics ECON 4580 Health Economics 4 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. Prerequisites: ECON 3100 and ECON 3300, both with a grade of at least C-.

Economics ECON 4740 Economic Development 4 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. Prerequisites: ECON 3100 and ECON 3300, both with a grade of at least C-. University Core fulfilled: Flag: Oral Skills.

Economics ECON 4900 Senior Assessment 0 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 4900 is required of all economics majors who will have completed 100 hours or more by the end of the Spring semester. Credit/No Credit grading only. Economics majors only. Prerequisite: Registered to complete 100 hours or more by the end of the semester in which it is taken.

Economics ECON 4998 Special Studies 1 TO 4

Economics ECON 4999 Independent Studies 1 TO 4

Economics ECON 5300 Mathematics for Economics 4 Absolutely necessary for those continuing to graduate school and required for those pursuing the B.S. degree in economics. Review of fundamental mathematical concepts and logic. Treatment of linear algebra, univariate and multivariate calculus, real analysis, and unconstrained and constrained optimization. Applications of mathematical techniques to typical problems in microeconomics and macroeconomics. Offered only in the Fall semester. Prerequisites: ECON 3100 with a grade of at least C- and MATH 131 (or equivalent) with a grade of at least C. Recommended: MATH 132 (or equivalent).

Economics ECON 5320 Advanced Econometrics 4 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 5300 (or MATH 250). University Core fulfilled: Flag: Quantitative Literacy.

Economics ECON 5998 Special Studies 1 TO 4

Economics ECON 5999 Independent Studies 1 TO 4

Economics ECON 3410 World Economic History 4 A study of the comparative historical development of the world's regions that examines why some countries have developed while others have not. Considers cultural and geographical factors as well as the central role of institutions; different forms of institutions, such as social norms, laws, and regulations; and their effect on economic behavior and performance. Uses models, data and primary sources to understand history. Prerequisite: ECON 1050.

Economics ECON 3480 Economics of Film and Fiction 4 Economics is everywhere. It's in business. It's in government. It's in our personal lives. This course utilizes contemporary and classic film and literature to illustrate fundamental concepts in economics through real-life illustration of economics. Classroom discussions and assignments are facilitated through a series of questions that explore economic theories in practice and their applications all around us. The course explores whether concepts are or are not presented correctly and the potential negative consequences of an erroneous presentation of economic concepts in film and fiction. Prerequisite: ECON 1050.

Economics ECON 3520 The Economics of Giving 4 The economics of giving is the analysis of non-market voluntary transfers of scarce resources, the reasons for their existence, their relations with market transactions, the public provision and funding of goods and services, and the resulting allocations. Considers the motives for giving and the magnitude of voluntary transfers and their evolution over time. Applies the theories of giving to gift-giving, family transfers, volunteering for charities, and public redistribution. Using the tools of economics, sociology, and psychology, among others, this course presents a wide view of the field of giving, reciprocity, and, more generally, altruism. Prerequisite: ECON 1050.

Economics ECON 3540 Economics of Green Decision Making 4 Develops frameworks for assessing the environmental impact of policies taken by individuals, firms, and governments. Pays particular attention to the assumptions typically made about environmental valuations and assesses these assumptions in different scenarios. Prerequisite: ECON 1050.

Economics ECON 5900 Senior Seminar 4 Course introduces fundamentals of research, discusses original literature, and assists in research and writing of a substantive independent research project.

Strongly recommended for those considering graduate school. Senior Economics majors only.

Prerequisites: ECON 3100, ECON 3200, and ECON 3300, all with a grade of at least B-. ECON 5300 and ECON 5320 strongly recommended. Consent of instructor required. Written approval of research proposal by Department faculty member (with prior permission, by faculty member outside Department)--formal research proposal requirements can be obtained from the Department. University Core fulfilled: Flag: Writing.

Economics ECON 3580 Sports Economics 4 Introduction to the economics of professional sports. Strategic behavior, demand and sports revenue, market for sports broadcasting, team cost, profit and winning, sports market outcomes, market for talent and labor relations, stadium building, antitrust and competition policy. Review of current issues in the research on sports economics. Prerequisite: ECON 1050.

Economics ECON 3750 Global Poverty 4 This course is about the challenges posed by massive and persistent poverty across the world from primarily an economics perspective. Topics include the global debates about poverty and inequality, the ethics of global citizenship, and public policy solutions to alleviate poverty. Prerequisite: ECON 1050.

Economics ECON 3850 Internships in Economics 2 Students must secure a qualifying internship according to the National Association of Colleges and Employers (NACE) criteria and requires instructor approval. The internship must cover at least 100 hours of work time during the semester; up to 25 hours can be completed over the summer. An internship agreement must be signed by the instructor and student prior to the Friday of the second week of the semester. May only be taken once. Prerequisite: ECON 1050.

Economics ECON 4180 Economics of Education 4 This course investigates economic issues related to education. Topics include the decision to invest in education and how this decision is affected by various factors, the labor market for teachers and what motivates teachers, and student incentives and loans. The course will cover how different empirical methods are used to answer economics of education questions. Prerequisites: ECON 3100 and ECON 3300, both with a grade of at least C-.

Economics ECON 3900 Global Economics Minor Reflection Paper 0 This course is required for students in the Global Economics Minor (EGEM) in the Economics department. After taking 5 of the 6 required courses in the Minor, the student will summarize his/her experience in participating in the Minor through this paper. This is a zero-semester-hour course and will serve as an assessment tool for the department. The faculty of record for this course will be the Director of the Global Economics Minor/the Chair of Economics. Credit/No Credit grading.

Economics ECON 1900 Linked Learning Community 1 This course introduces students to the Department of Economics, the University, and college life. While establishing relationships among their peers, students will gain an overview of economics as a discipline, meet with students, faculty, and alumni, and be exposed to opportunities available on campus. Prerequisites: None but students need to be enrolled in the designated ECON 1050 section. Grading: CR/NC

Economics ECON 2900 Linked Learning Community 1 This course deepens students' understanding of the Department of Economics, the University and college life. As students continue to foster relationships with their peers, they will continue to develop their understanding of economics as a

discipline, meet with students, faculty and alumni, and be exposed to additional resources available on campus. Prerequisites: ECON 1900. Grading CR/NC

Economics ECON 3950 Research Experience in Economics 1 to 4 In this one- to four-unit course, the student will have the opportunity to work closely with a professor on a research project in economics, either independently or collaboratively. In this capacity, the student will receive training in data collection, how to analyze and interpret the results from data, how to perform appropriate literature reviews, how to build and calibrate economic models, and/or how to edit papers in economics. The student will also be assessed at various stages of the course using suitable techniques such as weekly meetings, assignments, and a written report. Prerequisites: ECON 1050. Grading CR/NC or Letter Grade.

Economics ECON 4480 Market Design 4 Investigates the efficiency and incentives of real-world markets, such as auctions and matching. Analyzes the mechanisms that assign objects to individuals, match trading partners, and determine prices as well as the information structure. Explores markets from a theoretical, empirical, and experimental perspective. Considers different design approaches and economists' role as designers. Prerequisites: ECON 3100 with at least C-

ENGLISH

English ENGL 1100 English for Academic Purposes 4 A course designed to give students essential skills in writing and reading.

English ENGL 1116 Practicum in Tutoring Writing and Liberal Arts 1 Credit/No Credit grading.

English ENGL 1998 Special Studies 1 TO 4

English ENGL 1999 Independent Studies 1 TO 4

English ENGL 2200 Genres: Drama 4 An intensive study of drama through critical and/or creative engagement with the genre. Open to English majors and minors, Journalism majors, and Screenwriting majors. University Core fulfilled: Flag: Writing.

English ENGL 2201 Genres: Poetry 4 An intensive study of poetry through critical and/or creative engagement with the genre. Open to English majors and minors, Journalism majors, and Screenwriting majors. University Core fulfilled: Flag: Writing.

English ENGL 2202 Genres: Fiction 4 An intensive study of fiction through critical and/or creative engagement with the genre. Open to English majors and minors, Journalism majors, and Screenwriting majors. University Core fulfilled: Flag: Writing.

English ENGL 2203 Histories: British Literature I 4 Critical analysis of British literature from the Anglo Saxons to the end of the eighteenth century using literary historical methods, terms, and concepts. Open to English majors and minors, Journalism majors, and Screenwriting majors.

English ENGL 2204 Histories: British Literature II 4 Critical analysis of British literature from Romanticism through the Moderns using literary historical methods, terms, and concepts. Open to English majors and minors, Journalism majors, and Screenwriting majors.

English ENGL 2205 Creative Writing for Non-Majors 4 A genre-based writing workshop (fiction, poetry, and drama). Not open to English majors and minors. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

English ENGL 2998 Special Studies 1 TO 4

English ENGL 2999 Independent Studies 1 TO 4

English ENGL 2210 Writing for Journalism: Workshop 4 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. Required for Major/Required or Elective for Minor. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Flag: Writing.

English ENGL 3304 Writing for Advertising 4 Writing strategies for advertising. Fulfills Creative/Artistry requirement.

English ENGL 3316 Modern Drama 4 International and American drama from 1870-1963. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3321 Shakespeare: The Major Plays 4 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. Fulfills Author(s) or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3322 Studies in Shakespeare 4 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. Fulfills Author(s) or Critical/Theoretical requirement. Junior or senior standing or permission of the Chairperson required.

English ENGL 3325 Contemporary Poetry 4 British and American poetry from Wallace Stevens to the present. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3326 Contemporary Drama 4 International and American drama from 1964 to the present. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3332 The Short Story 4 A study of the short story as a literary form; close reading of representative short stories by American, British, and continental writers. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3341 Studies in World Literature 4 A study of literature(s) written outside the United States and Britain. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3342 Images of Women in Nineteenth-Century England 4 Study of how the women's rights movement influenced images of women in 19th-century English literature. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Flag: Information Literacy.

English ENGL 3343 Twentieth-Century Women's Writing 4 A study of literary and critical texts written by women in the 20th century. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3344 African American Literature 4 (See AFAM 3621.) Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3345 Studies in Multi-Ethnic Literature 4 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 or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3346 Children's Literature 4 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.

English ENGL 3350 Chicana/o-Latina/o Literature 4 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 CLST 3332). Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Integrations: Interdisciplinary Connections.

English ENGL 3351 Classical Mythology 4 Study of the basic myths and myth patterns of the Greeks and Romans, and the mythological heritage in Western Literature (see CLAR 3210). Fulfills Critical/Theoretical requirement. Junior or senior standing requirement.

English ENGL 3352 Portraits of the Artist 4 Fictional, poetic, and dramatic portraits of the developing artist. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3353 Chicana/o Consciousness 4 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 CLST 4406). Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3354 Prison Literature 4 Surveys literature written by political prisoners to examine its artistry as well as its attempt to intervene in a culture of incarceration. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3361 Reading Methods 4 A survey of various methods of reading literary texts. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3362 Reading Cultural Studies 4 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 Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3371 American Literature I 4 A survey of American literature from colonial times to 1865. Fulfills Critical/Theoretical requirement. Junior or senior standing or permission of the Chairperson required. University Core fulfilled: Integrations: Interdisciplinary Connections.

English ENGL 3372 American Literature II 4 A survey of American literature from 1865 to the present. Fulfills Critical/Theoretical requirement. Junior or senior standing or permission of the Chairperson required. University Core fulfilled: Integrations: Interdisciplinary Connections.

English ENGL 3373 RoadRead 4 This multi-genre course explores the literature of Los Angeles and California. Involves field trips. Lab fee. Fulfills Critical/Theoretical requirement. Open to English majors and minors who are juniors or seniors. Prerequisites: ENGL 2201 and either ENGL 2200 or ENGL 2202.

English ENGL 3374 RoadWrite 4 This multi-genre writing course explores the literature of Los Angeles and California. Involves field trips. Lab fee. Fulfills Creative/Artistry requirement. Open to English majors and minors who are juniors or seniors. Prerequisites: ENGL 2201 and either ENGL 2200 or ENGL 2202.

English ENGL 3375 StreetRead 4 Students will respond critically to literature in the classroom and run reading groups in the community. Fulfills Critical/Theoretical requirement. University Core fulfilled: Flags: Engaged Learning, Writing. Open to English majors and minors who are juniors or seniors. Prerequisites: ENGL 2201 and either ENGL 2200 or ENGL 2202.

English ENGL 3376 StreetWrite 4 Student writers will workshop their own writing and run field workshops in the community. Fulfills Creative/Artistry requirement. Open to English majors and minors who are juniors or seniors. Prerequisites: ENGL 2201 and either ENGL 2200 or ENGL 2202.

English ENGL 3381 Journalism and New Media 4 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 Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 3998 Special Studies 1 TO 4 Junior or senior standing required. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 3999 Independent Studies 1 TO 4 Junior or senior standing required.

English ENGL 4402 Writing Internship in Media 4 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. Junior or senior standing required. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 4403 Non-Fiction Workshop 4 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. Fulfills Creative/Artistry requirement. Junior or senior standing required.

English ENGL 4405 Literary Non-Fiction Workshop 4 An advanced course in non-fiction prose, with practice in both creating and analyzing non-fiction. Fulfills Creative/Artistry requirement. Junior or senior standing required.

English ENGL 4406 Journalism: Interview: Workshop 4 A course in interview strategies for journalists. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 3303 Reviewing the Arts 4 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. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 4408 Journalism: Editing Workshop 4 A course in editing techniques for journalists. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 4411 Fiction Writing Workshop: Narrative and Style 4 Exercises, experiments, and creative construction in classic narrative fiction styles. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2202.

English ENGL 4412 Poetry Writing Workshop: Imagination 4 Writing poetry with an emphasis on image and the lyric imagination. Junior or senior standing required. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2201.

English ENGL 4413 Play Writing Workshop: One-Acts 4 Writing monologues, ten-minute, and one-act scripts for the stage. Junior or senior standing required. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2200.

English ENGL 4421 Fiction Writing Workshop: Dialogue and Scene 4 Exercises in literary dialogue, scene setting, and scene execution. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2202.

English ENGL 4422 Poetry Writing Workshop: Forms 4 Writing poetry in traditional and non-traditional forms. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2201.

English ENGL 4424 Play Writing Workshop: Full-Lengths 4 Writing full-length scripts for the stage. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2200.

English ENGL 4431 Fiction Writing Workshop: The Components of the Short Story 4 Exercises and experiments in putting together the parts of a short story. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2202.

English ENGL 4432 Poetry Writing Workshop: Voice 4 Writing poetry persona poems and/or dramatic monologues. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2201.

English ENGL 4433 Play Writing Workshop: Adaptation 4 Adapting fiction, non-fiction, and other genres for the stage. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2200.

English ENGL 4460 Hard News to Blogs: Post-1800 Journalism 4 A study of diverse journalists 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 Creative/Artistry requirement. University Core fulfilled: Flag: Writing. Junior or senior standing required.

English ENGL 4463 The Art of the Essay 4 The advanced practice and study of the essay's form and technique in academic, professional, and popular contexts. Fulfills Creative/Artistry requirement. Junior or senior standing required.

English ENGL 4481 Time in 20th/21st Century Fiction and Film 4 A writing and theory course that explores the shift from modernist to postmodernist ideas of time. Fulfills Creative/Artistry or Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Integrations: Interdisciplinary Connections.

English ENGL 4469 Practicum in Journalism I 4 This course gives students practical journalism experience working on the staff of the Los Angeles Loyolan, the Tower , ROAR, or Marymount Institute Press. Particularly appropriate for editors. Consent of instructor required. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Flag: Writing.

English ENGL 4470 Practicum in Journalism II 4 This course is for advanced journalism students who have served as editors at the Loyolan , the Tower , ROAR, or Marymount Institute Press for at least one semester. Students will mentor a junior staffer. Consent of instructor required. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Flag: Writing.

English ENGL 4998 Special Studies 1 TO 4 Junior or senior standing required.

English ENGL 4999 Independent Studies 1 TO 4 Junior or senior standing required.

English ENGL 5502 The Arthurian Romance 4 A study of Arthurian legend from Geoffrey of Monmouth to Sir Thomas Malory. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5503 English Literature of the Middle Ages 4 English literature, from the Normans to the Tudors. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5504 Chaucer 4 The works of Chaucer, particularly The Canterbury Tales . Fulfills Author(s) or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5513 Milton 4 The poetry and selected prose of John Milton. Fulfills Author(s) or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5521 British Literature: 1660-1800 4 Studies in British literature of the Restoration and Eighteenth Century, exclusive of the novel. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5522 Eighteenth-Century English Novel 4 The development of the English novel in its first century. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5530 Studies in Romanticism 4 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. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5532 The Nineteenth-Century English Novel 4 The development of the English novel from Austen to Hardy. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5533 Victorian Literature 4 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 Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Flag: Information Literacy.

English ENGL 5534 Literature of the Holocaust 4 A study of the literature of the Holocaust including fiction, poetry, drama, and film. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Flag: Engaged Learning.

English ENGL 5541 British Fiction: 1900-1950 4 A study of British novels and short fiction from 1900 to 1950. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5542 British Literature: 1950 to the Present 4 A study of British novels, short fiction, and poems from 1950 to the present. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5543 British Poetry: 1900-1950 4 A study of the poetry of Yeats, Eliot, Auden, Thomas, and other modernists. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5544 Modern Irish Literature 4 A survey of Irish literature from 1900 to World War II. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5545 Contemporary Irish Literature 4 A study of Irish literature from the end of World War II to the present. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5546 Irish Renaissance 4 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 Comparative requirement. Junior or senior standing required.

English ENGL 5547 Irish Short Story 4 A study of the short story in Ireland during the twentieth century. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Flag: Writing.

English ENGL 5548 Irish Women Writers 4 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 Comparative or Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Flag: Information Literacy.

English ENGL 5549 The Dark Stuff: Horror in Irish Literature 4 The Dark Stuff will explore the rich traditions of the Gothic and the literary ghost story in Irish literature. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5552 American Renaissance 4 The study of American Transcendentalists and other writers from the American Renaissance period of the 19th century. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5553 American Realism and Naturalism 4 The study of such representative American fiction writers as Twain, James, and Crane. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5554 Modern American Fiction 4 The study of such representative novelists as Hemingway, Faulkner, Anderson, and Fitzgerald. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5555 American Fiction Since 1950 4 A study of American novels and short fiction from 1950 to the present. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5556 Modern American Poetry 4 The study of representative American poets from Whitman to the mid-twentieth century. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5558 Caribbean Literature 4 The study of representative writers from the English-speaking Caribbean, such as George Lamming, Jean Rhys, Sam Salvon, and Jamaica Kincaid. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5559 Survey of Literary Criticism 4 The principles and practice of literary criticism from the Ancient Greeks to World War II. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5562 Contemporary Rhetorical Theory 4 Textual analysis and production based on contemporary rhetorical theory. Fulfills Creative/Artistry or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5563 Creative Writing Seminar 4 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.

Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: One 4400-level creative writing course in the appropriate genre.

English ENGL 5565 Theory of Teaching Writing and Literature 4 A course for current and future teachers of composition designed to facilitate the application of theory to pedagogy. Fulfills Creative/Artistry or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5566 Metaphor: Theory and Practice 4 A course investigating metaphor theoretically and in the students' own writing. Fulfills Creative/Artistry or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5567 Style in Writing 4 A course investigating metaphor theoretically and in the students' own writing. Fulfills Creative/Artistry or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5569 Linguistics 4 An introduction to issues in linguistics, such as phonology, morphology, syntax, and sociolinguistics. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5571 Writing the Novella: Workshop 4 Practice in writing extended narrative forms. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 4411, ENGL 4421, or ENGL 4431.

English ENGL 5574 Rhetoric and Media 4 A study of persuasion and rhetorical strategies used by the media. Fulfills Creative/Artistry or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5575 The Art of Rhetoric 4 A survey of rhetoric from the classical to the modern period. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5584 The Black Aesthetic 4 Study of theories of African American aesthetics. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5998 Special Studies 1 TO 4 Junior, senior, or M.A. candidate standing required.

English ENGL 5999 Independent Studies 1 TO 4 Junior, senior, or M.A. candidate standing required.

English ENGL 6600 Critical Methodology 3 Prolegomena to Graduate Studies in English (must be completed in the first semester).

English ENGL 6601 Seminar in a Literary Period 3 Intensive study of a formative era in the history of English Literatures. This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

English ENGL 6602 Seminar in a Genre 3 Exploration of one of the types or categories into which literary works are conventionally grouped. This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

English ENGL 6603 Seminar in a Major Writer 3 Intensive study of an influential writer. This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

English ENGL 6604 Seminar Literary Theory 3 Exploration of theoretical approaches to literature and its production.

English ENGL 6605 Contemporary Critical Theory 3 Exploration of theoretical approaches to art, thought, and culture (must be completed in the first year).

English ENGL 6606 Seminar in Rhetoric 3 Intensive study of the arts of persuasion. This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

English ENGL 6607 Seminar in Composition Theory 3 Exploration of theoretical approaches to the disciplines of Rhetoric and Composition. This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

English ENGL 6610 Seminar in Creative Writing 3 Intensive practicum in Creative Writing. This course is repeatable for degree credit up to two times provided new course material is covered and a new subtitle has been designated.

English ENGL 6998 Special Studies 1 TO 3

English ENGL 6999 Independent Studies 0 TO 3

English ENGL 2206 Language of Journalism 4 A course in journalistic fundamentals and an introduction to reading, analyzing, and writing news across platforms. Required of all English minors in Journalism. University Core fulfilled: Flags: Engaged Learning, Writing.

English ENGL 2207 Introduction to Poetry 4 A course designed to develop an appreciation of poetry through critical analysis and creative writing. Not open to English majors and minors. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

English ENGL 2208 Introduction to Fiction 4 A course designed to develop an appreciation of fiction through critical analysis and creative writing. Not open to English majors and minors. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

English ENGL 2209 Introduction to Drama 4 A course designed to develop an appreciation of drama through critical analysis and creative writing. Not open to English majors and minors. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

English ENGL 3349 Longing and Belonging: The Literatures of Israel 4 This course investigates modern representations in literature and film of longing for and belonging in the land of Israel. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 4464 Publishing a Journal 4 This is an advanced journalism course designed to train the student in the practical elements involved in publishing an international journal of literary nonfiction.

Fulfills Creative/Artistry requirement. Consent of instructor required. Junior or senior standing required. University Core fulfilled: Flag: Writing.

English ENGL 4466 Journalism: The Age of Content 4 This journalism course will take an in-depth, critical look at the emergent forms of new media by examining websites, blogs, videos, fan fiction, and podcasts and reading the works of media scholars. This is an upper-level writing course that requires familiarity with basic digital tools. Fulfills Creative/Artistry requirement. Junior or senior standing required.

English ENGL 4468 Journalism: Capstone 4 Students will complete their Journalism major or minor by producing a multi-platform journalism project. Open to senior Journalism majors or minors by permission of instructor. Required of all Journalism majors or minors.

English ENGL 6694 Capstone Portfolio 0 The capstone portfolio is a culminating project that requires students to work under the supervision of an advisor to create a critical or creative portfolio that highlights his/her research or creative interests. Students should register in their final semester of coursework. Credit/No Credit grading.

English ENGL 1115 University Writing Lab 1 A program of individualized tutorial instruction designed to improve writing skills in course work across the curriculum. Emphasis is placed on clarity and style. Credit/No Credit grading. This course may be repeated twice for degree credit.

English ENGL 2296 Special Studies in Genres 4

English ENGL 2297 Special Studies in Histories 4

English ENGL 2222 Creativity through Constraints 4 A study of creative and critical texts on constraint-based writing and workshop in writing texts under constraints. Not open to English majors and minors. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

English ENGL 6608 Reading and Writing the Other 3 A hybrid reading and writing seminar that explores otherness and difference as an aesthetic, political, theoretical, and subjective experience.

English ENGL 3347 Fairy Tales 4 A comparative survey of the literary fairy tale tradition through diverse critical and theoretical approaches: folkloricist, structuralist, psychoanalytical, sociological, new historicist, feminist, and gender studies. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required. Open to English majors only.

English ENGL 3348 Caribbean Literature 4 A study of Anglophone Caribbean literature that examines, from a postcolonial perspective, a number of aesthetic matters (e.g., West Indian coming of age novels vs. the European Bildungsroman) and social issues (e.g., the use of patois vs. "standard" English in Caribbean poetry). Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3320 Shakespeare's World, the World's Shakespeare 4 A seminar exploring Shakespearean poetry and drama in historical and cultural contexts, and cultural productions writing back to the Shakespearean canon from marginalized and/or globalized perspectives. Fulfills Author(s) and Comparative requirements. Prerequisite: ENGL 2203 or ENGL 2297.

English ENGL 3323 Shakespeare and Politics 4 An exploration of the politics of drama and the workings of power and authority in Shakespeare's plays. Fulfills Author(s) or Critical/Theoretical requirement. Junior or senior standing or permission of the Chairperson required.

English ENGL 3324 Jack Kerouac and the Beats 4 An examination of the major Beat writers with a concentration on Jack Kerouac and his novels about his peers. Fulfills Author(s) or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3327 Experiments in Genre in 17th Century English Drama 4 A study of dramatic forms in 17th c. England, including tragicomedy and closet drama, and their political implications during a period of social, religious, and political change. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3333 Early American Short Story 4 A survey of short stories from the nineteenth century to the early twentieth century; close reading of representative short stories and study of the short story as a genre. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3338 Detecting the Divine 4 A study of how the mystery genre in literature provides a paradigm for investigating the mystery of the divine more generally. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 3339 Rhetoric, Literature, and Religion 4 A course exploring the rhetoric of literary and religious texts. Fulfills Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 4465 Arts and Culture Journalism 4 An introduction to arts and culture journalism, involving writing various forms of arts and culture criticism and reported features, including theater, film, art, and food reviews, reported features, and others. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Flag: Writing.

English ENGL 4471 Sports Journalism 4 A course covering all aspects of sports reporting, writing, and editing. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 4467 Journalism and Law 4 Students will learn about the legal rights and responsibilities of journalists. The course will also focus on reporting on legal issues, including using legal sources, identifying newsworthy cases, and conducting courtroom reporting. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 4472 Broadcast Journalism 4 A course focused on the craft of researching and writing a feature story for radio and multimedia broadcast. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 4473 Mobile Media Journalism 4 Students will study digital storytelling theory before collaborating to produce their own magazine for mobile devices. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 5507 The Idea of the Vernacular 4 Using a variety of modern and medieval theoretical models the course interrogates the rise of English as a literary medium in the fourteenth and fifteenth centuries, when writing in English was edgy and sometimes dangerous, by examining manuscripts and early printed books as the physical manifestations of this radicalizing literary culture. Fulfills Critical/Theoretical and Author(s) requirements. Junior or senior standing required.

English ENGL 5557 Nineteenth-Century American Women Writers 4 A study of American women writers; close reading of representative texts from different genres by a range of diverse writers. Fulfills Comparative or Critical/Theoretical requirement. Junior or senior standing required.

English ENGL 5560 Power: American Literature, Theory, Society 4 Examines language, literature, and power in American culture and society through postcolonial, feminist, and cultural studies. Fulfills Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Integrations: Interdisciplinary Connections.

English ENGL 5568 A Course About Nothing 4 Examines the paradoxical signifier "nothing" across disciplines including cosmology, theology, philosophy, art, and literature. Fulfills Critical/Theoretical requirement. Junior or senior standing required. University Core fulfilled: Integrations: Interdisciplinary Connections.

English ENGL 5583 Poetry of Night 4 The poetry of silence, night, and dream: a sampling of deeply interior and surreal works feeds the generation of a body of related poems, via intensive reading, writing, and workshop. Fulfills Creative/Artistry requirement. Junior or senior standing required.

English ENGL 5582 Poetry of Witness 4 A writing workshop in poetry involving the study of international political poems, or poems of witness. Fulfills Comparative and Creative/Artistry requirements. Junior or senior standing required.

English ENGL 5573 Writing Literary Dialogue 4 A series of exercises and scenarios accentuating the rhythm, lyricism, and implicit movement of character-driven dialogue. Fulfills Creative/Artistry requirement. Junior or senior standing required.

English ENGL 5595 Capstone Seminar 4 A seminar in which students are supervised in developing a portfolio of work in their area of specialization. Fulfills Specialization course requirement. Senior standing required.

English ENGL 5590 The Feminist Critique: Journalism, the Arts, and Gender 4 A study of arts criticism by women writers. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 5591 Literary Journalism 4 Examines the tradition of literary journalism, the telling of true stories through fictional techniques, with emphasis on helping students produce a publishable body of work in this genre. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 5592 Pazz and Jop: Music Criticism 4 By studying the works of critics throughout pop music history, students will learn to think critically about musical terms and genres and express their

observations and opinions in various forms. Fulfills Creative/Artistry requirement. Prerequisite: ENGL 2206 or JOUR 2100. Junior or senior standing required.

English ENGL 5613 Milton 3 The poetry and selected prose of John Milton. M.A. candidate standing required.

English ENGL 5602 The Arthurian Romance 3 A study of Arthurian legend from Geoffrey of Monmouth to Sir Thomas Malory. M.A. candidate standing required.

English ENGL 5603 English Literature of the Middle Ages 3 English literature, from the Normans to the Tudors. M.A. candidate standing required.

English ENGL 5604 Chaucer 3 The works of Chaucer, particularly The Canterbury Tales . M.A. candidate standing required.

English ENGL 5607 The Idea of the Vernacular 3 Using a variety of modern and medieval theoretical models the course interrogates the rise of English as a literary medium in the fourteenth and fifteenth centuries, when writing in English was edgy and sometimes dangerous, by examining manuscripts and early printed books as the physical manifestations of this radicalizing literary culture. M.A. candidate standing required.

English ENGL 5621 British Literature: 1660-1800 3 Studies in British literature of the Restoration and Eighteenth Century, exclusive of the novel. M.A. candidate standing required.

English ENGL 5622 Eighteenth-Century English Novel 3 The development of the English novel in its first century. M.A. candidate standing required.

English ENGL 5630 Studies in Romanticism 3 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. M.A. candidate standing required.

English ENGL 5644 Modern Irish Literature 3 A survey of Irish literature from 1900 to World War II. M.A. candidate standing required.

English ENGL 5654 Modern American Fiction 3 The study of such representative novelists as Hemingway, Faulkner, Anderson, and Fitzgerald. M.A. candidate standing required.

English ENGL 5662 Contemporary Rhetorical Theory 3 Textual analysis and production based on contemporary rhetorical theory. M.A. candidate standing required.

English ENGL 5660 Power: American Literature, Theory, Society 3 Examines language, literature, and power in American culture and society through postcolonial, feminist, and cultural studies. M.A. candidate standing.

English ENGL 5659 Survey of Literary Criticism 3 The principles and practice of literary criticism from the Ancient Greeks to World War II. M.A. candidate standing required.

English ENGL 5671 Writing the Novella: Workshop 3 Practice in writing extended narrative forms. M.A. candidate standing required.

English ENGL 5673 Writing Literary Dialogue 3 A series of exercises and scenarios accentuating the rhythm, lyricism, and implicit movement of character-driven dialogue. M.A. candidate standing required.

English ENGL 5669 Linguistics 3 An introduction to issues in linguistics, such as phonology, morphology, syntax, and sociolinguistics. M.A. candidate standing required.

English ENGL 5667 Style in Writing 3 An examination of prose styles and theories of style to help students develop their own writing styles. M.A. candidate standing required.

English ENGL 5674 Rhetoric and Media 3 A study of persuasion and rhetorical strategies used by the media. M.A. candidate standing required.

English ENGL 5675 The Art of Rhetoric 3 A survey of rhetoric from the classical to the modern period. M.A. candidate standing required.

English ENGL 5682 Poetry of Witness 3 A writing workshop in poetry involving the study of international political poems, or poems of witness. M.A. candidate standing required.

English ENGL 5632 The Nineteenth-Century English Novel 3 The development of the English novel from Austen to Hardy. M.A. candidate standing required.

English ENGL 5633 Victorian Literature 3 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. M.A. candidate standing required.

English ENGL 5634 Literature of the Holocaust 3 A study of the literature of the Holocaust including fiction, poetry, drama, and film. M.A. candidate standing required.

English ENGL 5641 British Fiction: 1900-1950 3 A study of British novels and short fiction from 1900 to 1950. M.A. candidate standing required.

English ENGL 5642 British Literature: 1950 to the Present 3 A study of British novels, short fiction, and poems from 1950 to the present. M.A. candidate standing required.

English ENGL 5643 British Poetry: 1900-1950 3 A study of the poetry of Yeats, Eliot, Auden, Thomas, and other modernists. M.A. candidate standing required.

English ENGL 5649 The Dark Stuff: Horror in Irish Literature 3 The Dark Stuff will explore the rich traditions of the Gothic and the literary ghost story in Irish literature. M.A. candidate standing required.

English ENGL 5648 Irish Women Writers 3 This course will examine women's issues in Ireland from 1800 to the present, from the perspective of Irish women novelists, playwrights, and poets. M.A. candidate standing required.

English ENGL 5652 American Renaissance 3 The study of American Transcendentalists and other writers from the American Renaissance period of the 19th century. M.A. candidate standing required.

English ENGL 5645 Contemporary Irish Literature 3 A study of Irish literature from the end of World War II to the present. M.A. candidate standing required.

English ENGL 5646 Irish Renaissance 3 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. M.A. candidate standing required.

English ENGL 5647 Irish Short Story 3 A study of the short story in Ireland during the twentieth century. M.A. candidate standing required.

English ENGL 5653 American Realism and Naturalism 3 The study of such representative American fiction writers as Twain, James, and Crane. M.A. candidate standing required.

English ENGL 5658 Caribbean Literature 3 The study of representative writers from the English-speaking Caribbean, such as George Lamming, Jean Rhys, Sam Salvon, and Jamaica Kincaid. M.A. candidate standing required.

English ENGL 5655 American Fiction Since 1950 3 A study of American novels and short fiction from 1950 to the present. M.A. candidate standing required.

English ENGL 5656 Modern American Poetry 3 The study of representative American poets from Whitman to the mid-twentieth century. M.A. candidate standing required.

English ENGL 5657 Nineteenth-Century American Women Writers 3 A study of American women writers; close reading of representative texts from different genres by a range of diverse writers. M.A. candidate standing required.

English ENGL 5663 Creative Writing Seminar 3 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. M.A. candidate standing required.

English ENGL 5665 Theory of Teaching Writing and Literature 3 A course for current and future teachers of composition designed to facilitate the application of theory to pedagogy. M.A. candidate standing required.

English ENGL 5666 Metaphor: Theory and Practice 3 A course investigating metaphor theoretically and in the students' own writing. M.A. candidate standing required.

English ENGL 5683 Poetry of Night 3 The poetry of silence, night, and dream: a sampling of deeply interior and surreal works feeds the generation of a body of related poems, via intensive reading, writing, and workshop. M.A. candidate standing required.

English ENGL 5684 The Black Aesthetic 3 Study of theories of African American aesthetics. M.A. candidate standing required.

English ENGL 5690 The Feminist Critique: Journalism, the Arts, and Gender 3 A study of arts criticism by women writers. M.A. candidate standing required.

English ENGL 5691 Literary Journalism 3 Examines the tradition of literary journalism, the telling of true stories through fictional techniques, with emphasis on helping students produce a publishable body of work in this genre. M.A. candidate standing required.

English ENGL 5692 Pazz and Jop: Music Criticism 3 By studying the works of critics throughout pop music history, students will learn to think critically about musical terms and genres and express their observations and opinions in various forms. M.A. candidate standing required.

English ENGL 4407 Investigative Reporting 4 A course that examines and teaches the deep-dive reporting and writing techniques of investigative journalism. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Flag: Writing.

English ENGL 4409 Reporter in the Story 4 Students bridge memoir and reportage to produce works of first-person long-form journalism, examining the ethical implications and creative possibilities of the writer as a character in a reported story. Fulfills Creative/Artistry requirement. Junior or senior standing required. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Flag: Writing.

English ENGL 3328 Oscar Wilde 4 Considers the literary career of Oscar Wilde in its various contexts in order to discern the importance of Wilde's work in the literary canon. Fulfills Author(s) or Critical/Theoretical requirement. University Core fulfilled: Flag: Information Literacy. Junior or senior standing required.

English ENGL 3310 The Human Condition: A Long-form Journalism Practicum 4 This course explores the meaning of the literary term the "human condition" and how this applies to a journalistic practice. In this course students will learn the long-form journalistic practice of immersive, in-depth research that is essentially ethnographic. Students will discuss and formulate their own ideas of human nature through site visits to detention centers, hospice, the county morgue, immigration detention centers, and through interviews with people nearing the end of their lives. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

English ENGL 4400 Photojournalism 4 Photography and digital journalism students will learn the best practices of photojournalism and engaging visual storytelling through the use of portraiture, feature and spot news, and photo essay. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 4401 Telling Stories with Sound 4 From reporting and recording to editing and producing a finished project, this course teaches how to create journalistic radio stories and podcasts. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 5501 Journalism: Telling LA's Story 4 This is an advanced essay workshop examining the artistry of journalism as it relates to Los Angeles. We will explore LA writing by reading the most compelling practitioners and incorporating, when applicable, their craft and style techniques to our own writing, as we engage in the tradition of the public intellectual. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 3300 Critical and Ethical Issues in Journalism 4 This interdisciplinary course offers a critical, cultural studies analysis of ethical and representational issues in digital, broadcast, print, and all modes of media. In addition to extensive reading, students create journalistic stories exploring and incorporating critical and ethical discussions. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 5511 Political Journalism 4 Political Journalism examines the function of the news media in American politics, campaigns and elections. Students study how journalists and news outlets shape narratives in political discourse and public opinion of politics and political candidates. Students study journalism being produced about current campaigns and produce some of their own coverage of local races in California and Los Angeles. Prerequisite: ENGL 2206 or JOUR 2100.

English ENGL 3355 Literature and Faith in the Holy Land 4 This course is held on-site in Israel. It examines the concept of hospitality through encounters with diverse communities and people. Fulfills Comparative requirement. Crosslisted as JWST 4260. IINC, LENL

English ENGL 3356 The Holocaust in American Film and Literature 4 This class examines the ways in which the disciplines of film and literature shape American consciousness about the European catastrophe of the Holocaust. Key to these interpretations is the role of culture, art, and society. Fulfills Comparative requirement. Crosslisted as JWST 4320. IINC, LWRT

English ENGL 3357 Poland and the Holocaust 4 This course is held on-site in Poland, and may include travel to Germany, the Czech Republic, or other locations. It may be taken more than once provided the content is considerably different each time. The focus is on the long history of Jewish life in Europe while considering the impact of the Holocaust on the European landscape. Fulfills Comparative requirement. Crosslisted as JWST 4360. IFTR, LENL

English JOUR 2100 Language of Journalism 4 A course in journalistic fundamentals and an introduction to reading, analyzing, and writing news across platforms. Required for Journalism majors and minors. University Core fulfilled: Flags: Engaged Learning, Writing.

English JOUR 3303 Reviewing the Arts 4 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. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement. University Core fulfilled: Flag: Writing. Prerequisite: JOUR 2100.

English JOUR 3381 Journalism and New Media 4 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 Creative/Artistry requirement. Prerequisite: JOUR 2100.

English JOUR 4402 Internship in Media 4 Students enrolled in this course work 10-12 hours per week with an on- or off-campus media firm. Permission of the instructor required. Students must submit an application to the instructor four weeks prior to registration for the course. Students are responsible for obtaining internship position. Junior or senior standing required. Fulfills Journalism Experience requirement; fulfills English Creative/Artistry requirement.

English JOUR 4403 Writing Workshop in Non-Fiction 4 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. Fulfills Genre or Elective requirement; fulfills Creative/Artistry requirement. Junior or senior standing required.

English JOUR 4405 Literary Non-Fiction: Workshop 4 An advanced course in non-fiction prose, with practice in both creating and analyzing non-fiction. Fulfills Genre or Elective requirement; fulfills Creative/Artistry requirement. Junior or senior standing required.

English JOUR 4406 Journalism: Interview: Workshop 4 A course in interview strategies for journalists. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100. Junior or senior standing required.

English JOUR 4407 Investigative Reporting 4 A course that examines and teaches the deep-dive reporting and writing techniques of investigative journalism. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement. Junior or senior standing required. Prerequisite: JOUR 2100. University Core fulfilled: Flag: Writing.

English JOUR 4408 Journalism: Editing Workshop 4 A course in editing techniques for journalists. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100. Junior or senior standing required.

English JOUR 4409 The Reporter in the Story 4 Students bridge memoir and reportage to produce works of first-person long-form journalism, examining the ethical implications and creative possibilities of the writer as a character in a reported story. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement. Junior or senior standing required. Prerequisite: JOUR 2100. University Core fulfilled: Flag: Writing.

English JOUR 4460 From Hard News to Blogs: Post-1800 Journalism 4 A study of diverse journalists 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 Specialization or Elective requirement; fulfills Creative/Artistry requirement. University Core fulfilled: Flag: Writing. Junior or senior standing required.

English JOUR 4463 The Art of the Essay 4 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. Fulfills Genre or Elective requirement; fulfills Creative/Artistry requirement. Junior or senior standing required.

English JOUR 4464 Publishing Journalism 4 This is an advanced journalism course designed to train the student in the practical elements involved in publishing an online news source. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement. Consent of instructor required. Junior or senior standing required. University Core fulfilled: Flag: Writing. Prerequisite: JOUR 2100.

English JOUR 4465 Arts and Culture Journalism 4 An introduction to culture journalism, involving writing various forms of culture criticism and reported features. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement. Junior or senior standing required. Prerequisite: JOUR 2100. University Core fulfilled: Flag: Writing.

English JOUR 4467 Journalism and Law 4 Students will learn about the legal rights and responsibilities of journalists. The course will also focus on reporting on legal issues, including using legal sources, identifying newsworthy cases, and conducting courtroom reporting. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100. Junior or senior standing required.

English JOUR 4468 Journalism: Capstone 4 Students will complete their Journalism major or minor by producing a multi-platform journalism project. Open to senior Journalism majors and minors by permission of instructor. Prerequisite: JOUR 2100. Required of all Journalism majors.

English JOUR 4469 Practicum in Journalism 1 4 This course gives students credits for practical journalism experience either working on the staff of the Los Angeles Loyolan , the Tower , the Lion, the Agency, or Marymount Institute Press or interning off campus. Consent of instructor required. Fulfills Journalism Experience requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100. University Core fulfilled: Flag: Writing.

English JOUR 4470 Practicum in Journalism 2 4 This course is for advanced journalism students who have served as editors at the Loyolan , the Tower , the Lion, the Agency, or Marymount Institute Press for at least one semester. Students will mentor a junior staffer. Consent of instructor required. Fulfills Journalism Experience requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100. University Core fulfilled: Flag: Writing.

English JOUR 4471 Sports Journalism 4 A course covering all aspects of sports reporting, writing, and editing. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100. Junior or senior standing required.

English JOUR 4472 Video Journalism 4 A course focused on the craft of researching and writing video news stories for television and/or web. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100. Junior or senior standing required.

English JOUR 4473 Mobile Media Magazine 4 Students will study digital storytelling theory before collaborating to produce their own magazine for mobile devices. Fulfills Specialization or Elective requirement; fulfills Creative/Artistry requirement. Junior or senior standing required.

English JOUR 5567 Style in Writing 4 An examination of prose styles and theories of style to help students develop their own writing styles. Fulfills Specialization or Elective requirement; fulfills Creative/Artistry or Critical/Theoretical requirement. Junior or senior standing required.

English JOUR 5574 Rhetoric and the Media 4 A study of persuasion and rhetorical strategies used by the media. Fulfills Journalism Specialization or Elective requirement; fulfills English Critical/Theoretical requirement. Junior or senior standing required.

English JOUR 5590 Journalism: The Feminist Critique 4 A study of arts and culture criticism by feminist writers. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Comparative requirement. Junior or senior standing required.

English JOUR 5591 Literary Journalism 4 Examines the tradition of literary journalism, the telling of true stories through fictional techniques, with emphasis on helping students produce a publishable body of work in this genre. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement. Junior or senior standing required.

English JOUR 5592 Pazz and Jop: Writing Music Criticism 4 By studying the works of critics throughout pop music history, students will learn to think critically about musical terms and genres and express their observations and opinions in various forms. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement. Junior or senior standing required.

English JOUR 3998 Special Studies 1 to 4 Junior or senior standing required.

English JOUR 4998 Special Studies 1 to 4 Junior or senior standing required.

English JOUR 2210 Writing for Journalism: Workshop 4 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. Required for Major/Required or Elective for Minor. Prerequisite: ENGL 2206 or JOUR 2100. University Core fulfilled: Flag: Writing.

English JOUR 3310 The Human Condition: A Long-form Journalism Practicum 4 This course explores the meaning of the literary term the "human condition" and how this applies to a journalistic practice. In this course students will learn the long-form journalistic practice of immersive, in-depth research that is essentially ethnographic. Students will discuss and formulate their own ideas of human nature through site visits to detention centers, hospice, the county morgue, immigration detention centers, and through interviews with people nearing the end of their lives. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement. University Core fulfilled: Explorations: Creative Experience; Flag: writing. Prerequisite: JOUR 2100.

English JOUR 4400 Photojournalism 4 Photography and digital journalism students will learn the best practices of photojournalism and engaging visual storytelling through the use of portraiture, feature and spot news, and photo essay. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement. Prerequisite: JOUR 2100.

English JOUR 4401 Telling Stories with Sound 4 From reporting and recording to editing and producing a finished project, this course teaches how to create journalistic radio stories and podcasts. Fulfills

Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement.
Prerequisite: JOUR 2100.

English JOUR 5501 Journalism: Telling LA's Story 4 This is an advanced essay workshop examining the artistry of journalism as it relates to Los Angeles. We will explore LA writing by reading the most compelling practitioners and incorporating, when applicable, their craft and style techniques to our own writing, as we engage in the tradition of the public intellectual. Fulfills Journalism Specialization or Elective requirement; fulfills English Creative/Artistry requirement.

English JOUR 3300 Critical and Ethical Issues in Journalism 4 This interdisciplinary course offers a critical, cultural studies analysis of ethical and representational issues in digital, broadcast, print, and all modes of media. In addition to extensive reading, students create journalistic stories exploring and incorporating critical and ethical discussions. Required for Journalism majors and minors.
Fulfills English Critical/Theoretical Requirement. University Core fulfilled: Flag: Writing.

English JOUR 5511 Political Journalism 4 Political Journalism examines the function of the news media in American politics, campaigns and elections. Students study how journalists and news outlets shape narratives in political discourse and public opinion of politics and political candidates. Students study journalism being produced about current campaigns and produce some of their own coverage of local races in California and Los Angeles. Fulfills Journalism Reporting in a Genre or Elective requirement; fulfills English Creative/Artistry requirement.

English JOUR 3100 Shooting and Editing Photos for Journalism 1 This is a course teaching the basics of professionally shooting and editing photographs for journalism. Fulfills Production/Media Skills requirement. Journalism majors only. Prerequisite: JOUR 2100 or ENGL 2206. Credit/No Credit grading.

English JOUR 3101 Shooting and Editing Video for Journalism 1 This is a course teaching the basics of professionally shooting and editing video for journalism. Partially fulfills Production/Media Skills requirement. Journalism majors/minors only. Prerequisite: JOUR 2100 or ENGL 2206. Credit/No Credit grading.

English JOUR 3102 Recording and Editing Audio for Journalism 1 This is a course teaching the basics of professionally recording and editing audio for journalism. Partially fulfills Production/Media Skills requirement. Journalism majors/minors only. Prerequisite: JOUR 2100 or ENGL 2206. Credit/No Credit grading.

English JOUR 3104 Computing for Journalism 1 AKA Spreadsheets for Journalism, this five-week course will provide an introduction to data journalism and offer techniques for interviewing data and performing rudimentary analysis using spreadsheets and other tools. Partially fulfills Production/Media Skills requirement. Journalism majors/minors only. Prerequisite: JOUR 2100 or ENGL 2206. Credit/No Credit grading.

English JOUR 3105 Designing for Journalism 1 Students learn how to use basic computer designing tools to create visualizations of information and layouts. Partially fulfills Production/Media Skills requirement. Journalism majors/minors only. Prerequisite: JOUR 2100 or ENGL 2206. Credit/No Credit grading.

English JOUR 1999 Independent Studies 1 TO 4

English JOUR 2999 Independent Studies 1 TO 4

English JOUR 3999 Independent Studies 1 TO 4

English JOUR 4999 Independent Studies 1 TO 4

English JOUR 3400 Critical & Ethical Issues in Journalism 4

English JOUR 2211 History of Journalism 4 This course touches on the historic origins of journalism and how it is practiced in other countries. The focus is on American journalism from Benjamin Franklin's printing press to the penny press to the internet.

Prerequisites: ENGL 2206/JOUR 2100

English JOUR 2998 Special Studies 1 to 4

English JOUR 4404 Nature Writing 4 Students will study the history of nonfiction writing about nature and explore the current state of environmental journalism. They will experience, observe, reflect on, and write about nature.

Fulfills Genre or Elective requirement.

English JOUR 3106 Data Visualization for Journalism 1 AKA How to take data and create charts. This five-week course will introduce students to visual concepts and design fundamentals necessary for turning data into compelling charts and maps that tell a story.

Partially fulfills Production/Media Skills requirement.

Journalism majors/minors only.

Prerequisite: JOUR 2100 or ENGL 2206.

Credit/No Credit grading.

English JOUR 3107 Programming for Journalism 1 AKA Let's make data analysis and visualization simpler. This five-week course will introduce students to basic computer programming concepts that allow them to gather data, analyze it for reporting purposes and visualize it.

Partially fulfills Production/Media Skills requirement.

Journalism majors/minors only.

Prerequisite: JOUR 2100 or ENGL 2206.

Credit/No Credit grading.

GEOGRAPHY

Geography GEOG 1000 Human Geography 4 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.

Geography GEOG 1998 Special Studies 1 TO 4

Geography GEOG 1999 Independent Studies 1 TO 4

Geography GEOG 2998 Special Studies 1 TO 4

Geography GEOG 2999 Independent Studies 1 TO 4

Geography GEOG 3060 Modern Mexico 4 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.

Geography GEOG 3998 Special Studies 1 TO 4

Geography GEOG 3999 Independent Studies 1 TO 4

Geography GEOG 4998 Special Studies 1 TO 4

Geography GEOG 4999 Independent Studies 1 TO 4

Geography GEOG 2000 World Geography 4 An introduction to the world's major geographic realms with an analysis of their cultural, demographic, and political characteristics; their varying levels of economic development and global integration; and their diverse physical settings, especially as they relate to an understanding of contemporary global issues and environmental problems.

HEALTH AND SOCIETY

Health and Society HEAS 2000 Introduction to Health and Society 4 This course introduces students to the social foundations of health, which includes how the organization of society shapes health, how culture shapes how we think about and act towards health, and how communities have responded to health challenges. To equip students to engage in rigorous interdisciplinary scholarship in the Health and Society minor, a portion of the course is dedicated to exploring the unique analytical frameworks and methodologies employed across disciplines contributing to the minor (e.g., Economics, History, Psychology, and Sociology) to study health, illness, and the body.

University Core fulfilled: Explorations: Understanding Human Behavior.

Health and Society HEAS 3998 Special Studies 1 TO 4

Health and Society HEAS 4998 Special Studies 1 TO 4

Health and Society HEAS 2998 Special Studies 1 to 4

Health and Society HEAS 2999 Independent Studies 1 to 4

Health and Society HEAS 3999 Independent Studies 1 to 4

HISTORY

History HIST 1998 Special Studies 1 TO 4

History HIST 1999 Independent Studies 1 TO 4

History HIST 2998 Special Studies 1 TO 4

History HIST 2999 Independent Studies 1 TO 4

History HIST 2000 What Is History? 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 4205 Europe in the Long Nineteenth Century 4 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 Concentrations: Global Economies, Encounters, and Exchange; Race, Gender, and Culture.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 4206 20th-Century Europe 4 A study of the political, social, economic, intellectual, and cultural developments in Europe from the Great War through the end of the twentieth century.

History HIST 4272 20th-Century Eastern Europe 4 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.

History HIST 4225 Gender in European History 4 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 Concentration: Race, Gender, and Culture.

History HIST 4830 Women in East Asian History 4 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 Concentration: Race, Gender, and Culture.

History HIST 4432 American Reform Movements 4 An examination of the major movements for reform of American society, with emphasis on abolitionism, Women's Rights, Progressivism, and Civil Rights.

HIST Concentrations: Law, Politics, and Society; Race, Gender, and Culture.

University Core fulfilled: Flag: Writing.

History HIST 4433 Health and Disease in American Culture 4 The history of health, disease, and medicine in the American social and cultural context, from the colonial period to the present.

HIST Concentrations: Environment, Science, and Technology; Race, Gender, and Culture.

University Core fulfilled: Flag: Information Literacy.

History HIST 4430 Women in American History 4 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 Concentration: Race, Gender, and Culture.

University Core fulfilled: Flag: Writing.

History HIST 4431 History of Childhood and the Family 4 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 Concentration: Race, Gender, and Culture.

History HIST 4427 Immigrant America 4 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 Concentration: Race, Gender, and Culture.

History HIST 4425 Chicana/o History 4 (See CLST 3360.)

HIST Concentration: Race, Gender, and Culture.

History HIST 4411 The American West 4 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 Concentrations: Environment, Science, and Technology; Race, Gender, and Culture.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

History HIST 4412 History of California 4 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 Concentration: Race, Gender, and Culture.

University Core fulfilled: Flag: Writing.

History HIST 4410 History of Los Angeles 4 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 Concentration: Race, Gender, and Culture.

History HIST 4441 Hollywood and History 4 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 Concentration: Race, Gender, and Culture.

University Core fulfilled: Integrations: Interdisciplinary Connections.

History HIST 4700 Early Mexico 4 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 Concentration: Race, Gender, and Culture.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 4440 Imagining Asian Pacific America 4 Using interdisciplinary approaches and cross-cultural perspectives, the class explores the ways in which certain Asian Americans and Pacific Islanders have been portrayed and, in turn, have portrayed themselves throughout historical time and space.

HIST Concentration: Race, Gender, and Culture.

History HIST 4453 The Invention of Communities 4 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 Concentration: Race, Gender, and Culture.

History HIST 4600 African Kingdoms 4 A study of significant kingdoms of Black Africa exploring the major themes of the period.

History HIST 4640 Colonial Africa, 1860-1980 4 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.

History HIST 3998 Special Studies 1 TO 4

History HIST 3999 Independent Studies 1 TO 4

History HIST 4101 Ancient Greece 4 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.

History HIST 4102 Alexander and the Hellenistic World 4 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 on non-Greeks, Jews, and Romans in particular, and the further development of philosophy and learning.

History HIST 4105 Ancient Rome 4 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.

History HIST 4106 Imperial Rome 4 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.

History HIST 4122 The Rise of Medieval Europe 4 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.

History HIST 4142 The Transformation of Medieval Europe 4 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.

History HIST 4134 The Crusades 4 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 Concentration: Global Economies, Encounters, and Exchange.

History HIST 3124 Pagans and Saints: Christian Missionaries to 1650 4 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.

University Core fulfilled: Integrations: Faith and Reason.

History HIST 4132 The Viking World 4 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 Russian to Greenland and North America, and the Christianization of the Viking world.

HIST Concentrations: Global Economies, Encounters, and Exchange; Law, Politics, and Society.

University Core fulfilled: Flag: Quantitative Literacy.

History HIST 4260 The French Revolution 4 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.

History HIST 4280 The Rise of Russia, 900-1825 4 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.

History HIST 4281 Modern Russia, 1825-1991 4 Traces the revolutionary challenges to the Romanov dynasty, attempts to modernize the multi-national empire, the revolution and civil war, and the interplay between communism and nationalism in the history of the Soviet Union.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Flag: Writing.

History HIST 4271 Modern Germany 4 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.

History HIST 4250 Modern Britain and the British Empire 4 A study of how Britain helped build the Atlantic slave-based economic system, used these resources to become the world's first industrial nation, expanded its global empire, became a democracy, and has struggled with its identity since its colonies became independent and it joined (and then left) the European Union.

HIST Concentrations: Global Economies, Encounters, and Exchange; Race, Gender, and Culture.

History HIST 4255 Modern Ireland 4 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.

History HIST 4520 The Ottoman Empire 4 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 Concentrations: Global Economies, Encounter, and Exchange; Law, Politics, and Society.

History HIST 4510 Star, Cross, and Crescent 4 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.

History HIST 4540 The Palestine/Israel Conflict 4 This course examines the history of the Palestine/Israel conflict from its beginnings in the late 19th century to the present.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Flag: Writing.

History HIST 4300 Colonial America 4 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 Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 4301 Revolutionary America 4 An examination of the origins, course, and results of the American Revolution.

History HIST 4302 Jacksonian America 4 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 Concentrations: Law, Politics, and Society; Race, Gender, and Culture.

History HIST 4303 The Civil War 4 A history of the Civil War era that covers the causes, fighting, and consequences of the war.

HIST Concentration: Law, Politics, and Society.

University Core fulfilled: Flag: Information Literacy.

History HIST 4305 Victorian America 4 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 Concentrations: Law, Politics, and Society; Race, Gender, and Culture.

History HIST 4400 Rise of Modern America 4 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.

History HIST 4401 Recent America 4 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 Concentration: Race, Gender, and Culture.

History HIST 4304 Nineteenth-Century America 4 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.

History HIST 4423 Asians in America: From the "Yellow Peril" to the "Model Minority" 4 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 Concentrations: Global Economies, Encounters and Exchange; Race, Gender, and Culture.

History HIST 4402 Politics and Culture of the Cold War, 1917-1989 4 Beginning with the Russian Revolution of 1917 and ending with the fall of the Berlin Wall in 1989, this class examines the ways in which rivalries among nations and anticommunist efforts around the world impacted the development of American societies and cultures.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Flag: Information Literacy.

History HIST 4820 Modern China 4 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.

History HIST 4403 Consensus and Conflict: America in the 1950s and 1960s 4 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 Concentration: Race, Gender, and Culture.

History HIST 4610 A Quest for the Nile's Source 4 A study of the quest for the source of the Nile River and the interaction of African, European, and Asian peoples in the area.

History HIST 4620 South Africa 4 The history of South Africa during the last two centuries with emphasis on political rivalries, apartheid, and economic development.

History HIST 4998 Special Studies 1 TO 4

History HIST 4999 Independent Studies 1 TO 4

History HIST 5900 Senior Thesis 4 A course for students who wish to pursue an intensive research project under faculty direction, culminating in a thesis based on primary source research.

History HIST 5100 Seminar in Ancient History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5110 Seminar in Medieval History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5115 Seminar in Early-Modern European History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5200 Seminar in Modern European History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5400 Seminar in American History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5000 Seminar in World History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5700 Seminar in Latin American History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5800 Seminar in Asian History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5600 Seminar in African History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 5500 Seminar in Middle Eastern History 4 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.

Juniors and seniors only.

History majors and minors only.

University Core fulfilled: Flags: Oral Skills, Writing.

History HIST 1010 Premodern World History 4 A course in global history from roughly 3500/3000 BCE to the "age of exploration" in the fifteenth century, focusing on dynamics of cultural contact in the ancient and medieval periods.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1050 Modern World History 4 A course in global history from the "age of exploration" in the fifteenth century to the present, with a variety of encounters and exchanges, which transformed the cultures and societies of all those involved.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1110 Ancient Mediterranean History 4 Examines the origins of Mediterranean societies and cultures, exploring shared contacts and links, from the end of the Bronze Age to the end of Antiquity, 1000 BC-AD 600.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1120 Heirs of Rome: Europe, Byzantium, and Islam in the Early Middle Ages 4 Considers the emergence of three distinct civilizations--the West, Byzantium, and Islam--out of the Roman Empire; their expansion, divergence, and mutual interactions in the Early Middle Ages; and their clash in the Crusades of the twelfth and thirteenth century.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1130 Crisis and Expansion: Europe and the World, 1200-1648 4 This lower division Core course will survey the major developments in European history over four pivotal centuries. From the

Black Death and other crises that wracked Europe during the later Middle Ages, this course will move into the early modern period, examining movements of religious reform, religious wars, and European overseas expansion.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1200 European Empires, Exploration, and Exchange since 1500 4 A study of the ways in which Europeans interacted with the rest of the world, in terms of exploration, trade, exchange, and imperialism. Students will study the development of overseas empires from the early Portuguese and Spanish exploration of Africa, and Americas, and the Indian Ocean to the late-19th-century "Scramble for Africa" and the establishment of global dominance in the years before the world wars of the 20th century.

HIST Concentrations: Global Economies, Encounters, and Exchange; Environment, Science, and Technology.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1201 Power, Privilege, and Agency in Modern Europe 4 A study of the political, social, economic, intellectual, and cultural developments in Europe from 1500 to the present, by looking at the related dynamics of power, privilege, agency, and experience. Students will use selected case studies about power, privilege, and agency as a means to interrogate how various categories of difference came to define power relations in both local and global encounters.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 2900 Internship 1 TO 4 A course for those students who wish to earn academic credit for an unpaid internship.

Credit/No Credit grading.

History HIST 2300 Red, White, and Black: Race in Colonial America 4 A social and cultural history of North America from the pre-Columbian period to the American Revolution with a focus on the roots of American race relations. The course will address the impact of competing cultures as they developed and collided during 200 years of conflict.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Foundations: Studies in American Diversity.

History HIST 3452 US Environmental History 4 This course presents essential concepts, concerns, and methods of environmental history--the study of the relationships between humans and their physical environment--in the context of United States history. Topics include American Indians and the environment, European colonization and settlement, urbanization and industrialization, conservation

and environmentalism, environmental racism and social justice, and contemporary environmental issues in historical perspective.

HIST Concentration: Environment, Science, and Technology.

University Core fulfilled: Integrations: Interdisciplinary Connections.

History HIST 3600 Conflict and Genocide in Africa 4 This course will cover the causes, dynamics, and consequences of conflict in Africa. It will examine some of the conflicts that have become genocidal, debate the characteristics of war that make one conflict a genocide and another a just war. The course delves into conflict analysis and resolution debates; the international humanitarian, legal, and diplomatic responses, including a reflection on the emergence of the term "genocide"; the global politics and commerce that fanned conflicts in Africa; the search for peace and stability in post-cold war Africa; and the place of Africa in the global "war on terrorism."

HIST Concentration: Race, Gender, and Culture.

History HIST 4200 Early Modern Europe 4 A study of the political, intellectual, social, economic, and cultural developments in Europe from the Renaissance through the Enlightenment.

History HIST 4126 Medieval Spain: Land of Three Faiths 4 This upper division course will cover eight centuries of Spanish history, from the founding of Muslim al-Andalus (711 CE) to the Christian conquest of Granada (1492 CE). A dominant theme of this course will be the shifting dynamics of power and interconfessional relations of Spain's Jewish, Muslim, and Christian inhabitants.

HIST Concentration: Race, Gender, and Culture.

History HIST 1202 The Individual, the State, and Civil Society in Modern Europe 4 A study of the history of Europe from the Renaissance to the present in terms of the changing ways in which European cultures have defined a good society and imagined the possibilities for individual action in the world.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1203 Religion, Society, and the Search for Meaning in Modern Europe 4 A study of the history of Europe in a global context and in terms of the impact of the changing religious belief, practice, and institutional structures in the period from 1500 to the present. Students will consider religion as a social practice and historical artifact.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1300 Becoming America 4 This course is an introductory survey of American history from the pre-Columbian period to the eve of the Civil War. It focuses on the interaction of Europeans, Native Americans, and Africans from first contact to circa 1850, focusing on the experiences of individuals and groups and examines their relationships to the broader structures of American society.

HIST Concentrations: Law, Politics, and Society; Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1204 Revolutions in the Making of Modern Europe 4 This course uses the notion of "revolution" as a prism through which to examine the political, economic, social, and cultural transformations in "the West" since 1500. Special emphasis will be on the question of change and continuity, as a means to examine "turning points" in European history.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1401 The United States and the Pacific World 4 This class surveys the ways in which U.S. interchanges with Asia and the Pacific Islands have transformed cultural, political, ideological, and socioeconomic developments on both sides of the Pacific from the earliest contact to the twenty-first century within global and comparative frameworks.

HIST Concentrations: Global Economies, Encounters, and Exchange; Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1750 Modern Latin America 4 Surveys the nations of Latin America from their independence until the present. Emphasizes the process of nation-building, governance, socioeconomic integration, and coping with modernization.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1700 Colonial Latin America 4 An introduction to indigenous, African, and Iberian backgrounds. Examines colonial societies through social, economic, and political institutions with attention to the contributions of Indians, Africans, and Europeans to the creation of Latin America's diverse societies.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 4010 Pirates and Piracy 4 The history of maritime piracy from its ancient maritime roots to present. The course will include coverage of ocean basin histories, maritime labor, society and culture, especially in the Atlantic, Indian, and Pacific Oceans, with a special focus on the "Golden Age" in the Atlantic/Caribbean during the 17th and 18th centuries.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 3704 Latin American Revolutions in Film 4 Film and the history of two of Latin America's most infamous revolutionary movements: The Mexican Revolution of 1910 and the Cuban Revolution of 1959. This course examines these movements in the context of 19th- through 20th-century Latin America, specifically in conversation with the region's struggles with independence, political stability, economic development, migrations, and urbanization. The course also examines the legacies of revolution in the contemporary Latin American landscape, specifically analyzing ongoing struggles with economic development, democratic stability, migrations, uprisings, and drug wars.

University Core fulfilled: Integrations: Interdisciplinary Connections.

History HIST 3702 Women in Colonial Latin America 4 A historical exploration of the place of women and men within the social systems of pre-Columbian, early, and modern Latin America. The course explores the gendered dimensions of the economy, politics, and culture in indigenous, Spanish, and contemporary societies.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Writing.

History HIST 1301 America and the Atlantic World 1450-1850 4 The trans-Atlantic world of Europe, Africa, and the Americas as a single unit of study in the wake of the voyages of Columbus, including the North American colonies and early United States, the slave trade and plantation complex, the Columbian exchange, revolutions, and abolition.

HIST Concentrations: Global Economies, Encounters, and Exchange; Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1400 The United States and the World 4 This course serves as an introductory survey of United States history from the nineteenth century to the present. It focuses on the experiences of groups and individuals and their relationships to the broader structures of United States society by examining changes to American society over time, exploring their causes, and analyzing their consequences within a transnational context.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 4282 Ethnicity and Empire in Russia 4 During the Cold War, scholars overlooked the ethnic diversity of the Soviet Union and focused simply on the Russians. This course takes the experience of multiple ethnic groups--Ukrainians, Jews, Tatars--into consideration and examines the history of Russia as the history of a multi-ethnic state.

History HIST 3252 Crime Stories: Morality, Deviance, and Popular Culture in Modern Britain 4 This course examines the history of the 1860s, the 1930s, and the 1960s through British detective fiction. Considering how and why such radical transformation took place, students examine how fictional narratives relate to contemporary ideas about morality and deviance, helping to undermine,

reimagine, or reinforce existing power structures.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

History HIST 3272 Culture and Politics of Weimar Germany 4 This course explores the history of interwar Germany and the paradoxes of Weimar "modernity" from an interdisciplinary perspective, integrating an analysis of cultural developments with an analysis of political and social developments.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

History HIST 4273 Nazi Germany 4 An examination of the history of Nazi Germany, including the National Socialism as an ideology, the Nazi seizure of power, the power structures of the Third Reich, German society and culture under Nazism, and the Holocaust.

HIST Concentrations: Public and Applied History; Race, Gender, and Culture.

University Core fulfilled: Flags: Engaged Learning, Information Literacy.

History HIST 1500 State, Society, and the Citizen in the Modern Middle East 4 This course explores the history of the Middle East from 1453 to the present through an examination of the evolving relationship between the state and the subject/citizen and the question of identity.

HIST Concentrations: Global Economies, Encounters, and Exchange; Law, Politics, and Society.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1510 Minorities and Women in the Modern Middle East 4 This course explores the history of the Middle East from 1453 to the present through an examination of the twin impact of Islam and the West on the lives of minorities (ethnic and religious) as well as the status of women.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1520 The Social Lives of Commodities in the Modern Middle East 4 This course explores the history of the Middle East from 1453 to the present by focusing on a number of commodities (such as tulips, silk, and oil) to chart regional and global socio-economic and cultural connections as well as change over time.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1600 African States and Societies since 1800 4 This course addresses the political, social, and cultural history of Africa since 1800. Among the questions it explores are changing systems of

governance, shifting borders and identities, and dynamics of colonialism, the diversity of African societies and cultures, and their resilience in the face of historical changes.

HIST Concentration: Global Economics, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1800 Modern Asia: China, Japan, and Korea since 1600 4 This course introduces the history of East Asia from 1600 to the present. It explores the political, socio-economic, and cultural history of China, Japan, and Korea and focuses on empire-building, economic expansion, nationalism, socialism, decolonization, and popular culture.

History Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 4215 European Imperialism 4 A study of the "new imperialism" in Africa and Asia in the nineteenth and twentieth centuries, including the origins and dynamics of European imperialism, the structures of colonial rule, the effects on the colonized and their responses, and decolonization.

HIST Concentrations: Global Economies, Encounters, and Exchange; Race, Gender, and Culture.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 4230 The City in European History 4 From the Renaissance city-state to burgeoning industrial cities of the nineteenth century to socialist urban agglomerations of the twentieth century, this course explores the political, economic, and social fabric of European cities.

HIST Concentration: Global Economies, Encounters, and Exchange.

History HIST 4900 Internship 1 TO 4 A course for those students who wish to earn academic credit for an unpaid internship.

Credit/No Credit grading.

History HIST 4910 Topics in Public History 4 This course introduces students to the issues and practice of public history, which is dedicated to addressing and engaging the broader public in issues of history, memory, commemoration, and identity. Public history refers to all of those aspects of historical work that engage the public with the past, offering interpretation, inviting active consideration, and communicating the importance of history to current ideas, practices, identities, and debates. Such public venues include museums, historical sites, archives, government agencies, popular media, and now the broad spectrum of historical exhibition online.

This course may be repeated for degree credit up to two times as long as topic is different.

HIST Concentration: Public and Applied History.

University Core fulfilled: Flags: Engaged Learning, Information Literacy.

History HIST 3050 The First World War 4 This course explores the history of the Great War in the Middle, Western Europe, the United States, Russia, and Australia/New Zealand, with a focus on the impact of the war of society, art, and culture.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

History HIST 3200 European Reformations 4 This course traces the religious transformation that took place in the early modern Christian world from the Great Western Schism in the fourteenth century to the Peace of Westphalia that ended the Thirty Years War. The focus will be on (1) the Protestant reformations, (2) the Catholic reform, and (3) the process of European confessionalization leading to the wars of religion in the seventeenth century.

University Core fulfilled: Integrations: Faith and Reason.

History HIST 1900 Science, Nature, and Society 4 This course examines the history of the West, defined as European and North American societies and cultures, through the lens of science and nature from the sixteenth century to the present, tracing the history of ideas about science and nature in relation to broader social, economic, and political changes and demonstrating the inseparability of science and social context.

HIST Concentration: Environment, Science, and Technology.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 1060 Modern Global Environmental History 4 A course in global history with a particular focus on environmental history, exploring how humans, animals, natural forces, and science and technology have shaped the environment; the ways in which historical developments such as migration, empire, trade, industrialization, and urbanization have affected humans' relationships with nature; and how the environment has affected historical developments.

HIST Concentrations: Global Economies, Encounters, and Exchange; Environment, Science, and Technology.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

History HIST 2400 Picturing Race and Gender 4 Using interdisciplinary approaches and cross-cultural perspectives, this class delves into the ways in which visual imageries have been used to create and shape notions of race and gender, both reflecting and influencing socioeconomic relations, cultural expectations, and political norms in the United States.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Foundations: Studies in American Diversity.

History HIST 2410 Race and Ethnicity in America 4 This course surveys the history of race and ethnicity in the lands that became the United States from the fifteenth century to the present, focusing on

three, overlapping themes: (1) the efforts by European nations and the United States to colonize the lands of North America, in part through the subjugation of particular groups such as American Indians, African Americans, and immigrants from Europe, Asia, and Latin America; (2) the ways that these groups have negotiated such oppression and claimed places within U.S. culture and society; and (3) the intersection of race and ethnicity with other categories of difference, such as gender, class, religion, and sexuality.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Foundations: Studies in American Diversity.

History HIST 2420 American Indian History 4 This course surveys American Indian history from the fifteenth century to the present, beginning with the arrival of Europeans on North American shores and ending with the various and complex issues facing Native peoples in contemporary U.S. society. It focuses on three themes: (1) the efforts by European nations and the United States to colonize the lands of North America and establish dominion over its Native populations; (2) the struggles by Indian peoples to negotiate the tremendous changes ushered in by European and American presence in North America; and (3) the ways that Native peoples have claimed places within U.S. culture and society, at the same time that they have redefined their identities as indigenous peoples in both national and international contexts.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Foundations: Studies in American Diversity.

History HIST 3708 Race in Colonial Latin America 4 This course examines the complicated history of race in Latin America, including how Latin Americans used race to organize society and how this social construct shaped the experiences of men and women of different ethnic and socioeconomic backgrounds. Topics include: race mixture, racial classification, and cultural hybridity; slavery and emancipation; immigration; nationalism and citizenship; and the intersections of race, gender, and class.

History HIST 4020 Mediterranean Cities 4 This course approaches the history of the medieval and early modern Mediterranean Sea (ca. 700-1700) through an examination of its cities and, to a lesser extent, its islands.

HIST Concentration: Global Economies, Encounters, and Exchange.

History HIST 3430 Religion and U.S. Political History 4 This course surveys the history of the intersection of religion (including religious social and political life) and politics in modern America, from the post-Civil War period until the present day.

University Core fulfilled: Integrations: Faith and Reason.

History HIST 1850 East Asia: Origins to 1600 4 This course explores the origins and development of East Asian states and cultures from the earliest times to the early modern era. Topics include the emergence and development of such essential heritages of East Asia as Confucianism, Sinitized

Buddhism, bureaucratic institutions, legal culture, social order, diplomatic relations, and trading networks.

History HIST 2050 Seminar in World History 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode in world history, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 2200 Seminar in European History 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode in European history, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 2405 Civil Rights Activism: 1880-Present 4 This course examines the history of U.S. civil rights activism and advocacy from the late-nineteenth century to the present, tracing the efforts by several groups to achieve and expand the full rights of United States citizenship, including African Americans, Native Americans, immigrants, LGBT, and women. It also draws connections between activism movements in the United States and throughout the world.

HIST Concentration: Race, Gender, and Culture.

University Core fulfilled: Foundations: Studies in American Diversity.

History HIST 2450 Seminar in American History 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode in American history, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 2500 Seminar in Middle Eastern History 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode in Middle Eastern history, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 2600 Seminar in African History 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode in African history, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 2700 Seminar in Latin American History 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode in Latin American history, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 2800 Seminar in Asian History 4 An introduction to history as an intellectual discipline, focusing on the study and writing of history, including historiography and historical methods. Organized around the study of a particular historical issue or episode in Asian history, this is an intensive course on how historians approach problems.

History majors and minors only.

University Core fulfilled: Flags: Information Literacy, Writing.

History HIST 2910 Telling History in Public 4 An introduction to the study of history, including historical method, the writing of history, and historical interpretation, with a particular focus on public history—that is, those aspects of historical work that engage the public with the past, including both the study of public narratives about the past and the practice of public history.

History majors and minors only.

HIST Concentration: Public and Applied History.

University Core fulfilled: Flags: Engaged Learning, Quantitative Literacy.

History HIST 3282 History of Russian Foreign Policy 4 With borders stretching from Europe to Asia, Russia has long had global foreign policy interests. Starting with the Napoleonic Wars, pausing at the Cuban Missile Crisis, and ending with the collapse of the Soviet Union, this course explores a global power's influence and ambition on the global stage.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

History HIST 3820 Environment and Economy in China 4 This course investigates the interactions between human activities and their environment in Chinese history. Topics include visions of the

relationship between nature and humanity in Chinese philosophy, climate change, demographic trends, food security, interventions of the imperial state, and ecological transformations on China's frontiers.

HIST Concentration: Environment, Science, and Technology.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

History HIST 3910 Museums and Society 4 This course introduces students to the issues and practice of museum studies and the history of museums. The course considers the history and theory of museums in different national, regional, and transnational contexts, considering in particular the development of art, history, and ethnographic museums.

HIST Concentration: Public and Applied History.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Engaged Learning, Information Literacy.

History HIST 4150 Law and Society in Medieval Europe 4 This course explores the relationship between law and social change in European history from the later Roman Empire to the fourteenth century. Topics include the relationship of crime to sin, the role of violence and vengeance in the conduct of justice, the use of law in royal ideology and imperial expansion, and the development of judicial processes such as ordeals and inquisition.

HIST Concentration: Law, Politics, and Society.

History HIST 4705 The Inquisition: The Holy Office in Europe, Asia, and America 4 An examination of the actual historical institutions behind the modern myths of the Spanish and Portuguese Inquisitions, from their establishment in the late fifteenth/early sixteenth centuries to their abolition in the early nineteenth century. Topics include the 16th-century proto-inquisitorial efforts to prosecute indigenous idolatry and sorcery by episcopal tribunals; the prosecution of Jews, Protestants, and "illuminated" men and women in the 17th and 18th centuries; and the history of the Inquisition in Spain and Portugal's American and Asian colonies.

HIST Concentration: Law, Politics, and Society.

History HIST 3810 The Chinese Economy 4 This course explores the characteristics and development of the modern Chinese economy, including economic developments in the PRC as well as the long-term historical processes that continue to influence the path of China's development.

HIST Concentration: Global Economies, Encounters, and Exchange.

University Core fulfilled: Flag: Quantitative Literacy.

History HIST 4050 Global History of Food 4 Using interdisciplinary methodologies, this course explores the ways in which food has the power to both define and reflect cultural, socioeconomic, religious, and political realities within a transnational context.

HIST Concentrations: Global Economies, Encounters, and Exchange; Race, Gender, and Culture.
History HIST 3275 The Balkans: History, Culture, Politics 4 This course will focus on the history of political, religious, and social movements in the Western Balkans, with an emphasis on understanding how these movements led to conflicts of world significance.

Taught on Croatia Study Abroad Program.

History HIST 3706 Justice in Latin America 4 This course examines concepts of justice in Latin America and applies them to social, political, and economic problems in Latin America, from 1492 to the present, to debate solutions. An engaged learning experience will allow students to add another layer of critical analysis to their historical research as they assess the Latin American experience.

HIST Concentration: Law, Politics, and Society.

History HIST 4450 Urban America 4 This course charts the history of the modern American city (in global context), from the post-Civil War period until the present day, with special emphasis on major metropolitan regions such as New York, Chicago, and Los Angeles.

HIST Concentration: Law, Politics, and Society.

History HIST 1995 Introduction to History 1 An introduction to the History major, to Loyola Marymount University, and to the various curricular and co-curricular opportunities available to students.

Credit/No Credit grading.

History HIST 5995 Capstone ePortfolio 1 Students complete an ePortfolio to synthesize and integrate their learning experiences in the History major.

Credit/No Credit grading.

History HIST 2995 History Learning Community 1 A learning community course organized around the thematic focus of one of the History program concentrations.

Credit/No Credit grading.

HUMANITIES

Humanities (Please note: Not admitting new students at this time) HMNT 1998 Special Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 1999 Independent Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 2998 Special Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 2999 Independent Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 3998 Special Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 3999 Independent Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 4997 Capstone Project 2
The capstone project consists of a seminar leading to the production of a portfolio that enables students to integrate and reflect on the insights achieved through their interdisciplinary coursework and to demonstrate that they have met the objectives of the Humanities curriculum.

Credit/No Credit grading.

Senior standing required.

Humanities (Please note: Not admitting new students at this time) HMNT 4998 Special Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 4999 Independent Studies 1 TO 4

Humanities (Please note: Not admitting new students at this time) HMNT 4993 Literature, Photography, and the Uncanny 4 This course explores the intimate connection between writing and photography, looking at the ways in which writers mobilize photography in different literary forms from the short story to detective fiction. If today we understand the photograph as a privileged source of evidence, our selection of texts challenges the comfortable maxim that "seeing is believing." Pairing texts on photographic practice and theories of photography such as Henry Fox Talbot's *The Pencil of Nature* with fiction that draws on the emergent technology of photography such as George Eliot's *The Lifted Veil*, we'll investigate how literature borrows from the language of photography in complex ways--not simply as a shorthand for presenting the "real" but as a means of questioning representation and documentation itself. Through historical and theoretical approaches to photography and fiction, we'll focus on texts from the 1830s to 1930s, examining different methods of approaching the word-image divide. We'll also look at twentieth and twenty-first century deployments of photography in the book, concentrating on W.G. Sebald's *The Rings of Saturn*. What do these hybrid books tell us about writing and photography?

Junior or senior standing, or consent of instructor required.

Humanities (Please note: Not admitting new students at this time) HMNT 3251 Italian Food Cultures 4 (See ITAL 3251.)

Humanities (Please note: Not admitting new students at this time) HMNT 4230 The Roman Baroque: Art, Architecture, and Culture 4 (See FNLT 4230.)

Humanities (Please note: Not admitting new students at this time) HMNT 3370 Cinema in Rome: Rome in Cinema 4 (See ITAL 3370.)

IRISH STUDIES

Irish Studies IRST 1998 Special Studies 1 TO 4

Irish Studies IRST 1999 Independent Studies 1 TO 4

Irish Studies IRST 2998 Special Studies 1 TO 4

Irish Studies IRST 2999 Independent Studies 1 TO 4

Irish Studies IRST 3300 Modern Irish Literature 4 A study of Irish literature from 1900 to World War II.

Irish Studies IRST 3302 (Un)/Civil (W)rites: Contemporary African American, Northern Irish, and Native American Literature 4 A comparative study of three different bodies of literature produced in response to the Civil Rights Movement and its aftermath.

Irish Studies IRST 3303 Contemporary Irish Literature 4 A study of Irish literature from the end of World War II to the present.

Irish Studies IRST 3304 The Irish Renaissance 4 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.

Irish Studies IRST 3305 Irish Short Story 4 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.

Irish Studies IRST 3309 Ireland in Fiction and Film 4 An examination of the diverse images of Ireland offered by various writers and directors.

Usually taught in Dublin, Ireland.

Irish Studies IRST 3310 Modern Ireland 4 (See HIST 4255.)

Irish Studies IRST 3312 Modern Britain and the British Empire 4 (See HIST 4250.)

Irish Studies IRST 3330 Irish Drama 4 A study of Irish drama from Yeats to Beckett and beyond.

Usually taught in Dublin, Ireland.

Irish Studies IRST 3350 World Dance: Ireland 2 (See DANC 397.)

Irish Studies IRST 3998 Special Studies 1 TO 4

Irish Studies IRST 3999 Independent Studies 1 TO 4

Irish Studies IRST 4435 Irish Cinema 3 (See FTVS 4420.)

Irish Studies IRST 4448 Irish Women Writers 4 (See ENGL 5548.)

Irish Studies IRST 4449 The Dark Stuff: Horror in Irish Literature 4 (See ENGL 5549.)

Irish Studies IRST 4998 Special Studies 1 TO 4

Irish Studies IRST 4999 Independent Studies 1 TO 4

JEWISH STUDIES

Jewish Studies JWST 1000 Introduction to the Hebrew Bible 4 (See THST 1000.)

Jewish Studies JWST 1998 Special Studies 1 TO 4

Jewish Studies JWST 1999 Independent Studies 1 TO 4

Jewish Studies JWST 2998 Special Studies 1 TO 4

Jewish Studies JWST 2999 Independent Studies 1 TO 4

Jewish Studies JWST 3000 Modern Jewish History 4 This course is a history of the Jewish people from the 17th century to the present. Principal themes include the transformation of the traditional community, the changes in Jews' political status, the emergence of modern anti-Semitism, and ethnic and gender distinctions within Jewry.

University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Information Literacy.

Jewish Studies JWST 3500 Politics of Modern Israel 4 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.

Jewish Studies JWST 3998 Special Studies 1 TO 4

Jewish Studies JWST 3999 Independent Studies 1 TO 4

Jewish Studies JWST 4340 Literature of the Holocaust 4 (See ENGL 5534.)

Jewish Studies JWST 4900 Capstone Project 4 This senior-level internship course is restricted to Jewish Studies minors. Students may choose a major service or research project in lieu of an internship. All students work closely with the Jewish Studies Program director.

Jewish Studies JWST 4998 Special Studies 1 TO 4

Jewish Studies JWST 4999 Independent Studies 1 TO 4

Jewish Studies JWST 3750 Judaism: Religion, History, and Culture (Ancient through Modern) 4 (See THST 3100.)

Jewish Studies JWST 4160 Jewish Image in Film and Television 3 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.

Junior standing required.

Jewish Studies JWST 3510 Ideas of Zionism 4 Students will investigate the beginning of the modern chapter of Jewish history in the granting of full citizenship to the Jews in France as a result of the Revolution of 1789, through to its contemporary political success in the 1948 creation of the state of Israel.

University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flags: Information Literacy, Oral Skills.

Jewish Studies JWST 4350 The History and Psychology of the Holocaust and Genocide: Perspectives on Power 4 Using case studies, such as the Armenian genocide, the Holocaust, and the Rwandan genocide, this class examines how historians and psychologists explain the phenomenon of genocide in the modern world.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Jewish Studies JWST 4400 Interreligious Experience and Engagement 4 This seminar focuses on interreligious engagement and experience, exploring the diversity of faith traditions at LMU, in Los Angeles, and throughout the nation and world, by deliberate encounters with the Other. It will challenge students to reflect on fundamental questions of faith and identify within communities. It will examine the theory and practice of interreligious engagement, including: Bilateral (e.g., Catholic-Jewish) and trilateral (e.g., Christian-Jewish-Muslim) seminars and conferences of scholars and clergy; Multi-faith religious celebrations and worship services; Joint social action and social justice programs; Conflict resolution projects; Coalitions based on shared values. The readings, discussions, and site visits will provide theoretical and theological foundations for consideration of pluralism and other inclusive approaches to our interreligious context. Readings and class discussions will educate students about the beliefs, practices, and communities of diverse religious groups. Students will develop leadership strategies to establish, sustain, and advance interreligious engagements.

University Core fulfilled: Flags. Integrations: Faith and Reason, Engaged Learning.

Jewish Studies JWST 3349 Longing and Belonging: The Literatures of Israel 4 (See ENGL 3349.)

Jewish Studies JWST 4260 Literature and Faith in the Holy Land 4 This course is held on-site in Israel. It examines the concept of hospitality through encounters with diverse communities and people.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Jewish Studies JWST 4320 The Holocaust in American Film and Literature 4 This class examines the ways in which the disciplines of film and literature shape American consciousness about the European catastrophe of the Holocaust. Key to these interpretations is the role of culture, art, and society.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Jewish Studies JWST 4360 Poland and the Holocaust 4 This course is held on-site in Poland, and may include travel to Germany, the Czech Republic, or other locations. It may be taken more than once provided the content is considerably different each time. The focus is on the long history of Jewish life in Europe while considering as the impact of the Holocaust on the European landscape.

University Core fulfilled: Integrations: Faith and Reason; Flag: Engaged Learning.

Jewish Studies JWST 4370 Nazi Germany and Questions of Conscience 4 This course engages students in a critical consideration of the moral, religious, and theological implications of the Nazi regime. Through study of historical and theological texts, it explores the behavior and teachings of the Christian churches, their leaders, and lay adherents, as well as Jewish responses to the challenges posed by the Nazi regime.

University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Jewish Studies JWST 4375 History of Antisemitism 4 This course focuses on relations between Jews and non-Jews from antiquity to the present, emphasizing the intellectual, religious, political, and socio-economic roots of Jew-hatred.

University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flag: Information Literacy.

Jewish Studies JWST 5998 Special Studies 1 TO 4

Jewish Studies JWST 5999 Independent Studies 1 TO 4

Jewish Studies JWST 3636 Trends of Jewish Thought 4 This course explores the varieties of traditional and contemporary Jewish expression, including Hasidic, Orthodox, Reform, and "just Jewish." The course features guest presenters, field experiences, film, and other media resources.

University Core fulfilled: Integrations: Faith and Reason; Flag: Engaged Learning.

Jewish Studies JWST 4500 Imagining Jewishness in the Middle Ages 4 This interdisciplinary course explores how images of Jewishness were invented and contested in English literary, historical, and theological writings, visual art, and material culture from the Middle Ages

Jewish Studies JWST 4545 Keeping the Faith: Jewish Resilience in the Modern Era 4 This course explores the ways in which individual Jews and Jewish communities overcame challenges of assimilation, antisemitism, and genocide to ensure continuation of Jewish culture, religion, and communal life.

LIBERAL ARTS

Liberal Arts LIBA 1001 Strategies for Graduate/Professional School Admission I 1 The aim of the course is to equip students with skills and strategies for applying to graduate and professional degree programs. The course will introduce students to strategies, co-curricular options, and scholarly activities that can strengthen their candidacy and application profiles.

ACE program only.

Offered Fall semester.

Credit/No Credit grading.

Liberal Arts LIBA 1002 Strategies for Graduate/Professional School Admission II 1 The aim of the course is to equip students with skills and strategies to strengthen their candidacy for admission to graduate and professional school. Students will complete written assignments and exercises that will strengthen their knowledge about the graduate application process and familiarize them with resources that can aid them in the process.

ACE program only.

Offered Spring semester.

Credit/No Credit grading.

Prerequisite: LIBA 1001.

Liberal Arts LIBA 1011 Academic Skills for Psychology I 1 Learning strategies and techniques for success in the Psychology major.

Credit/F grading.

Freshman PSYC majors only.

Offered Fall semester.

Corequisite: PSYC 1000.

Liberal Arts LIBA 1012 Academic Skills for Psychology II 1 A continuation of LIBA 1011.

Credit/F grading.

Freshman PSYC majors only.

Offered Spring semester.

Prerequisite: LIBA 1011.

Liberal Arts LIBA 1044 Academic Skills for Student Athletes 1 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.

Liberal Arts LIBA 1070 Orientation to Learning I 1 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.

Liberal Arts LIBA 1071 Orientation to Learning II 1 Continuation of LIBA 1070.

Credit/F grading.

Offered Spring semester.

Liberal Arts LIBA 1081 Exploring Wellness I 1 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.

Liberal Arts LIBA 1082 Exploring Wellness II 1 A continuation of LIBA 1081.

Healthy Living Learning Community only.

Credit/F grading.

Offered Fall semester.

Liberal Arts LIBA 1998 Special Studies 1 TO 4

Liberal Arts LIBA 1999 Independent Studies 1 TO 4

Liberal Arts LIBA 2050 Strategy of Career Development 2 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.

Liberal Arts LIBA 2051 Career Development Internship 1 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.

Liberal Arts LIBA 2091 Intercultural Practicum I 1 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.

Liberal Arts LIBA 2092 Intercultural Practicum II 2 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 2091 and LIBA 2092 earns the Certificate for Intercultural Competence.

Credit/No Credit grading.

Prerequisite: LIBA 2091.

Liberal Arts LIBA 2998 Special Studies 1 TO 4

Liberal Arts LIBA 2999 Independent Studies 1 TO 4

Liberal Arts LIBA 3000 Internship 0 This course provides a supervised internship either on or off campus.

Credit/No Credit grading.

Liberal Arts LIBA 3051 Career Development Internship 1 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.

Liberal Arts LIBA 3998 Special Studies 1 TO 4

Liberal Arts LIBA 3999 Independent Studies 1 TO 4

Liberal Arts LIBA 4095 Seminar in College Teaching 4 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.

Liberal Arts LIBA 4998 Special Studies 1 TO 4

Liberal Arts LIBA 4999 Independent Studies 1 TO 4

Liberal Arts LIBA 1003 Strategies for Graduate and Professional School Admission III 1 The course is designed to help guide students through the graduate and professional school application process, including writing a personal statement, discussing potential funding sources, and how to obtain letters of recommendation.

ACE program only.

Credit/No Credit grading.

Prerequisites: LIBA 1001 and LIBA 1002.

Liberal Arts LIBA 3001 SURP Seminar 3 Students engage in hands-on research with a designated faculty mentor on their pre-approved Summer Undergraduate Research Program (SURP) project. The SURP program includes 20 hours of research per week, participation in SURP workshops, and other SURP activities as designated each summer. This seminar is only for students participating in the Summer Undergraduate Research Program in Summer Session I.

Liberal Studies LBST 1998 Special Studies 1 TO 4

Liberal Studies LBST 2998 Special Studies 1 TO 4

Liberal Studies LBST 3998 Special Studies 1 TO 4

Liberal Studies LBST 1999 Independent Studies 1 TO 4

Liberal Studies LBST 3999 Independent Studies 1 TO 4

Liberal Studies LBST 2999 Independent Studies 1 TO 4

Liberal Studies LBST 4900 Education and Global Issues 4 In this course students examine global issues in the context of education and educational institutions. Students will address critical questions such as: What does it mean to be an aware and responsible local and global citizen and how can education

promote such? How can education become a more powerful vehicle for promoting greater peace, justice, and equity in our world? Throughout the course each student does in-depth research on a topic of relevance and interest and produces and presents a thesis paper at the end of the course. Theses may relate, for example, to issues such as global conflict, economic integration, governance, technology, security and privacy, biodiversity/environmental awareness/climate change, or resource management, as well as the ways in which these issues overlap and are interrelated. The focus is on how our educational institutions prepare students to understand, critically evaluate, and act on these and other complex issues both in the immediate, local context, as well as in the larger global context of an increasingly interconnected world, where disparities of many types continue to grow.

Approval of Program Director required.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Liberal Studies LBST 4998 Special Studies 1 TO 4

Liberal Studies LBST 4999 Independent Studies 1 TO 4

MODERN GREEK STUDIES

Modern Greek Studies MDGK 1101 Elementary Modern Greek I 4 This is an introductory course for students with little or no knowledge of the language. Based on a communicative approach, it covers the fundamentals of grammar, syntax, and vocabulary and emphasizes listening, reading, writing, and conversation skills.

Modern Greek Studies MDGK 1102 Elementary Modern Greek II 4 A continuation of MDGK 1101, the course expands on the grammar, syntax, listening, reading, and conversation skills taught in MDGK 1101. Emphasis is on listening, reading, writing, and conversation skills. Cultural notes expand the understanding of Modern Greek life and culture.

Modern Greek Studies MDGK 1998 Special Studies 1 TO 4

Modern Greek Studies MDGK 1999 Independent Studies 1 TO 4

Modern Greek Studies MDGK 2203 Intermediate Modern Greek I 4 The course builds on the curriculum taught in MDGK 1102. Students engage in the finer points of Greek grammar and syntax and enrich their vocabulary further. Emphasis is given to listening, reading, writing, and conversational skills. Additional multimedia materials develop the students' proficiency skills in all areas and expand their understanding of Modern Greek language and culture. Longer writing assignments and class presentations allow students to practice further their acquired skills.

University Core fulfilled: Flag: Oral Skills.

Modern Greek Studies MDGK 2204 Intermediate Modern Greek II 4 The course builds on the curriculum taught in MDGK 2203 and aims at furthering proficiency through listening, reading, writing, and discussion of a variety of written sources and multimedia materials. Students refine their understanding of grammar and syntax. The reading and discussion of short literary selections and texts written for native speakers enrich vocabulary and give students the opportunity for longer

writing assignments and oral presentations.

University Core fulfilled: Flag: Oral Skills.

Modern Greek Studies MDGK 2998 Special Studies 1 TO 4

Modern Greek Studies MDGK 2999 Independent Studies 1 TO 4

Modern Greek Studies MDGK 3321 Advanced Modern Greek 4 The course aims at refining the students' knowledge of grammar and syntax and developing further their vocabulary and comprehension skills. Multimedia materials and longer literary selections help students develop their listening, reading, and writing skills as emphasis is now on more complex assignments. Students are asked to give formal class presentations. The class is taught exclusively in Greek. A reasonable command of Modern Greek is a prerequisite.

Modern Greek Studies MDGK 3325 Advanced Modern Greek Conversation 4 A variety of texts (literary and non-literary) and multimedia sources serve as the basis for advanced discussion and composition. Formal presentations are required. Students familiarize themselves with additional aspects of Greek culture, life, politics, and history. The class is taught exclusively in Greek. A reasonable command of Modern Greek is a prerequisite.

Modern Greek Studies MDGK 3341 Introduction to Modern Greek Literature (in Translation) 4 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.

Modern Greek Studies MDGK 3342 Ancient Landscapes: Modern Voices 4 While fully immersed in a 4-week study abroad program in Greece, students study contemporary issues: the position and role of Greece in a European/global political and historical context, globalization and modernization, the connection between past heritage and contemporary culture, diverse forms of cultural and artistic expression, etc. The class discussions are complemented by visits to museums, sites, performances and other relevant field trips.

This course is offered only in the summer.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Modern Greek Studies MDGK 3343 Angels and Demons: Women and Literary Stereotypes 4 The course examines the social issues relevant to women's position and representation in modern society (late 19th century to the present) through the interdisciplinary lenses of Greek and World literature and Women's Studies.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Engaged Learning, Writing.

Modern Greek Studies MDGK 3344 Cities of the Dead: English and Modern Greek Modernism 4 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.

Modern Greek Studies MDGK 3346 Women, Madness, and the Cultural Imagination 4 A cross-cultural interdisciplinary exploration of social, cultural, and literary representations of female madness from antiquity to the present.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Engaged Learning, Writing.

Modern Greek Studies MDGK 3350 Greek Orthodox Tradition 4 The course approaches the study of the Greek Orthodox Church and its traditions from the theological, historical, cultural, literary, and artistic perspectives. Following an interdisciplinary approach, students examine the historical, social, and cultural forces operative on issues of faith.

University Core fulfilled: Integrations: Faith and Reason.

Modern Greek Studies MDGK 3352 Orthodox Christian Spirituality 4 The course introduces students to the rich spiritual tradition of Eastern Orthodox Christianity. Following an interdisciplinary approach, the course explores the interrelationship of theological and spiritual concepts and how they relate to the sociological and psychological development of individuals and communities.

University Core fulfilled: Integrations: Faith and Reason.

Modern Greek Studies MDGK 3354 Greek Cinema 4 A historical and critical survey of contemporary Greek cinema as an alternative narrative discourse that comments on contemporary political, social, and cultural circumstances.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

Modern Greek Studies MDGK 3998 Special Studies 1 TO 4

Modern Greek Studies MDGK 3999 Independent Studies 1 TO 4

Modern Greek Studies MDGK 4450 Modern Greek History and Society 4 The course is an introduction to the history, society, and culture of Modern Greece in the context of European and world history. Through an interdisciplinary approach (history, anthropology, political science, film, and literature), students examine the crises and challenges that have shaped modern Greek society, the transformations that have taken place, and the culture it has produced. University

Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing, Information Literacy

Modern Greek Studies MDGK 4998 Special Studies 1 TO 4

Modern Greek Studies MDGK 4999 Independent Studies 1 TO 4

Modern Greek Studies MDGK 1180 Growing Up American 4 The course examines the intersections of ethnicity, race, gender, and socio-economic class in the context of contemporary American identity politics. Attention is paid to immigrant identities as well as the Greek-American identity.

University Core fulfilled: Foundations: Studies in American Diversity.

Modern Greek Studies MDGK 4452 Greece and the Modern World: Greece, Refugees, and the Making of Modern Europe 4 The course examines how the Middle East/North Africa refugee waves of the 20th-21st. c have impacted Greek and European economies, demographics, and politics.

Univeristy Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Writing, Information Literacy

Modern Languages and Literatures CHIN 2101 Chinese 1 4 This course is designed for students who have little or no knowledge of Mandarin Chinese. Students will be introduced to the fundamentals of the language and will develop communicative skills and learn to read and write in the spoken style.

This course requires participation in a weekly one-hour integrated drill session.

Prerequisite: LMU Placement Exam.

Modern Languages and Literatures CHIN 2102 Chinese 2 4 This course is a continuation of CHIN 2101. 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.

Prerequisite: CHIN 2101 or by LMU Placement Exam.

Modern Languages and Literatures CHIN 1998 Special Studies 1 TO 4

Modern Languages and Literatures CHIN 1999 Independent Studies 1 TO 4

Modern Languages and Literatures CHIN 2103 Chinese 3 4 Builds upon the fundamentals of Mandarin Chinese studied in CHIN 2101 and CHIN 2102. 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.

Prerequisite: CHIN 2102 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures CHIN 2104 Chinese 4 4 This course is a continuation of CHIN 2103. 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.

Prerequisite: CHIN 2103 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures CHIN 2998 Special Studies 1 TO 4

Modern Languages and Literatures CHIN 2999 Independent Studies 1 TO 4

Modern Languages and Literatures CHIN 3605 Chinese 5 4 This course will help students continue to develop their four skills of listening, speaking, reading, and writing, with a focus on oral skills. 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 2104 or by LMU Placement Exam.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures CHIN 3606 Chinese 6 4 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 3605 or LMU Placement Exam.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures CHIN 4208 Selected Topics in Contemporary Chinese Society 4 This course develops students' 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 3606 or LMU Placement Exam.

This course is repeatable once for credit when content varies.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Modern Languages and Literatures CHIN 3998 Special Studies 1 TO 4

Modern Languages and Literatures CHIN 3999 Independent Studies 1 TO 4

Modern Languages and Literatures CHIN 4309 Modern China through Film 4 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 3606 or LMU Placement Exam.

Modern Languages and Literatures CHIN 4998 Special Studies 1 TO 4

Modern Languages and Literatures CHIN 4999 Independent Studies 1 TO 4

Modern Languages and Literatures CHIN 4510 Modern Chinese Literature and Culture 4 This course introduces students to some key topics in modern Chinese literature, cinema, and culture. We will examine the ways in which these literary and cultural texts engage modern Chinese experience. This course will help students acquire language skills that allow them to formulate culturally informed and formally attentive interpretations of modern Chinese texts. Through close reading exercises and discussions, this course aims for students to gain a deeper understanding of modern Chinese culture and society.

Prerequisite: CHIN 3606 or LMU Placement Exam.

Modern Languages and Literatures CHIN 4807 Advanced Reading in Chinese 4 In this theme-based course, students will develop integrated skills in reading, writing, speaking, and listening. While an integrated approach to teach all language skills is adopted, it is on reading and building reading skills that this course places its special focus. Students will study texts of three different genres (narrative, expository, and news features) and be exposed to topics such as the Chinese population, housing, education, job-seeking, and love and marriage.

Prerequisite: CHIN 3605 or LMU Placement Exam.

University Core fulfilled: Flag: Writing.

Modern Languages and Literatures CHIN 4402 The Chinese Writing System 4 This course explores the Chinese script from a range of disciplinary perspectives, including linguistics, literacy, technology, gender, ethnicity, literature, and visual art. It also examines the diverse contexts in which Chinese characters have been used to represent and shape cultural identities at both the personal and the social levels in and beyond Asia.

Prerequisite: CHIN 3606 or LMU Placement Exam.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Modern Languages and Literatures CHIN 4212 Chinese Calligraphy 4 This course offers an interdisciplinary study and practicum of Chinese calligraphy in its artistic, historical, and sociocultural contexts. Systematic hands-on practice of brush writing is integrated with the reading and discussion of texts in both English and Chinese.

Prerequisite: CHIN 3606 or LMU Placement Exam.

University Core fulfilled: Explorations: Creative Experience.

Modern Languages and Literatures FNL 2500 World Literature 4 A study of selected texts from international literature.

Modern Languages and Literatures FNL 1998 Special Studies 1 TO 4

Modern Languages and Literatures FNL 1999 Independent Studies 1 TO 4

Modern Languages and Literatures FNL 2998 Special Studies 1 TO 4

Modern Languages and Literatures FNL 2999 Independent Studies 1 TO 4

Modern Languages and Literatures FNL 3500 Introduction to Modern Greek Literature 4 (See MDGK 3341.)

Modern Languages and Literatures FNL 3998 Special Studies 1 TO 4

Modern Languages and Literatures FNL 3999 Independent Studies 1 TO 4

Modern Languages and Literatures FNL 4200 Comparative Cultures 4 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.

University Core fulfilled: For specific content courses.

Modern Languages and Literatures FNL 4998 Special Studies 1 TO 4

Modern Languages and Literatures FNL 4999 Independent Studies 1 TO 4

Modern Languages and Literatures FNL 4331 Paris through Film 4 An examination of filmic narratives about/in Paris by representative international directors from the 1950s up to the present through a study of filmic themes, genres, trends, movements, and gender issues. Students analyze how selected filmic narratives in/about Paris manage to represent "Frenchness" in the global context. Class discussions are in English; however, students do all small group discussions, written work, and exams in French.

This class is only offered in the LMU Summer Study Abroad Program in Paris, France.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or by consent of instructor.

University Core fulfilled: Explorations: Creative Experiences; Flag: Engaged Learning.

Modern Languages and Literatures FNL 4241 Paris Métisse: Multiculturalism in Paris 4 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.

Only available to students in the LMU Summer Study Abroad Program in Paris, France.

University Core fulfilled: Flag: Engaged Learning.

Modern Languages and Literatures FNL 3251 Italian Food Cultures 4 (See ITAL 3251.)

Modern Languages and Literatures FNL 4230 The Roman Baroque: Art, Architecture, and Culture 4
This course explores the social, political, and ecclesiastical circumstances that facilitated the emergence of baroque art, architecture, and other forms of cultural production in Rome between the beginning of the 17th century and the mid 18th century. Special attention is paid to the relationship between and among artistic practices, scientific developments, and the religious institutions of the era.

This course is only available to students in the LMU Summer Study Abroad Program in Rome, Italy.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

Modern Languages and Literatures FNL 3250 Contemporary Italian Culture 4

This course provides an exploration of diverse forms of contemporary cultural expression in Italy, including film & media, literature, music, and political critique. Focusing on material disseminated since the late 20th century, students examine how echoes of the major social transformations that have occurred in Italy in recent decades resonate at all levels of cultural production.

Modern Languages and Literatures FNL 3250 Contemporary Italian Culture 4

This course provides an exploration of diverse forms of contemporary cultural expression in Italy, including film & media, literature, music, and political critique. Focusing on material disseminated since the late 20th century, students examine how echoes of the major social transformations that have occurred in Italy in recent decades resonate at all levels of cultural production.

Modern Languages and Literatures FNL 3251 Italian Food Cultures 4 An interdisciplinary exploration of Italian food traditions with a focus on regional differences. Topics include the Mediterranean diet as cultural heritage ongoing changes in food production and distribution, strategies for protecting Italy's food traditions, and adaptation of Italian cuisine in US culture.

University Core fulfilled: Flags: Engaged Learning, Oral Skills.

Modern Languages and Literatures FREN 2101 French 1 4 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.

Modern Languages and Literatures FREN 2102 French 2 4 A continuation of FREN 2101. New materials covered include an introduction to pronominal verbs, verbs in the future tense and in the subjunctive and conditional modes, adjectives, pronouns, adverbs, and many idiomatic vocabulary and verbal expressions.

Prerequisite: FREN 2101 or by LMU Placement Exam.

Modern Languages and Literatures FREN 1998 Special Studies 1 TO 4

Modern Languages and Literatures FREN 1999 Independent Studies 1 TO 4

Modern Languages and Literatures FREN 2103 French 3 4 After reviewing FREN 2101 and FREN 2102, 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. Students are also initiated to the apprenticeship of French pronunciation.

Prerequisite: FREN 2102 or LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures FREN 2998 Special Studies 1 TO 4

Modern Languages and Literatures FREN 2999 Independent Studies 1 TO 4

Modern Languages and Literatures FREN 3450 Stylistics and Translation 4 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.

Prerequisite: FREN 2104 (or FREN 3104) or by LMU Placement Exam or consent of instructor.

University Core fulfilled: Flag: Engaged Learning.

Modern Languages and Literatures FREN 3850 Writing Workshop in French 4 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.

Prerequisite: FREN 2104 (or FREN 3104) or by LMU Placement Exam or consent of instructor.

University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

Modern Languages and Literatures FREN 3998 Special Studies 1 TO 4 Prerequisite: FREN 2104 (or FREN 3104) or by LMU Placement Exam or consent of instructor.

Modern Languages and Literatures FREN 3999 Independent Studies 1 TO 4 Prerequisite: FREN 2104 (or FREN 3104) or by LMU Placement Exam or consent of instructor.

Modern Languages and Literatures FREN 4330 Fictions of Culture, Film, and Other Media 4 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 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4530 Women in French 4 An examination of the topics and/or issues raised in women's texts in French.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4532 Francophone Literature 4 A study of representative writers from the French speaking world outside of France.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4998 Special Studies 1 TO 4 Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4999 Independent Studies 1 TO 4 Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4990 Senior Capstone Project 1 Exit portfolio (for majors only).

Credit/No Credit grading.

Seniors only.

Modern Languages and Literatures FREN 4331 Paris through Film 4 An examination of filmic narratives about/in Paris by representative international directors from the 1950s up to the present day through a study of filmic themes, genres, trends, movements, and gender issues. Students analyze how selected filmic narratives in/about Paris manage to represent "Frenchness" in the global context.

The class discussions are in English; however, students do all small group discussions, written work, and exams in French.

This class is only offered in the LMU Summer Study Abroad Program in Paris, France.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

University Core fulfilled: Explorations: Creative Experiences; Flag: Engaged Learning.

Modern Languages and Literatures FREN 2104 French 4 4 Developing complex linguistic patterns introduced in FREN 2103. Includes more practice in speaking, listening, reading, and writing through discussion of various texts and multimedia resources, written exercises, and longer compositions. Students continue their apprenticeship of French pronunciation.

Prerequisite: FREN 2103 or by LMU Placement Exam or consent of instructor.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures FREN 3240 History of Ideas 4 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 present.

Prerequisite: FREN 2104 (or FREN 3104) or by LMU Placement Exam or consent of instructor.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Modern Languages and Literatures FREN 4551 Theater Workshop in French 4 A course designed to offer an original combination of linguistic and dramatic training in French. Students are introduced to acting techniques and discover the richness of the French dramatic repertoire. They perform their work in the course: a collection of selected scenes from classical and modern French theater.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Oral Skills.

Modern Languages and Literatures FREN 4531 Science Fiction and Fantasy Scenarios 4 This course explores visions of the future by representative science fiction and fantasy texts in French, from the founding father of science fiction, Jules Verne, to contemporary French/francophone authors and filmmakers.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4332 Francophone Film 4 A study of representative films from the French-speaking world outside of France.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4250 Workshop in Professional French 4 A course designed for students who wish to reinforce and perfect their knowledge of French while being introduced to relevant, daily communication in the professional world. Topics vary by professional fields, such as French for business, tourism, the sciences, the legal field, administration, fashion, film industry, or catering and gastronomy. Students practice common oral and written professional interaction in the selected field through functional simulations.

May be repeated as specific content changes.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4233 Culture of Laughter 4 From the Middle Ages to the present, the course explores the different comic forms of humor and tries to understand what makes French people laugh. To what degree is the comic used to mask something else? The course explores the expected and unexpected context in which humor can be used.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4232 Philosophy and Aesthetics of Labor in France 4 This course explores the individual and social dimension of labor through its representation in literature from Rousseau's Social Contract to the present. Along with the concept of work the following factors are examined: the ethical structure, power dynamics, and the symbolic construction of a place and a presence in the world, which gives meaning to individual and community existence.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4231 Identity Crisis in Contemporary France 4 An analysis of France's identity crisis in light of recent debates on twentieth-century French history and national identity. The troubled legacies of key events in modern French history, such as the Great War and its destructive effects on postwar French society; Vichy and French participation in the Holocaust; the Algerian War and decolonization; and the crimes of Communism worldwide are examined through the debates and controversies they have generated in France since the 1990s.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor.

Modern Languages and Literatures FREN 4241 Paris Métisse: Multiculturalism in Paris 4 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.

Class discussions are in English; however, students do all small group discussions, written work, and exams in French.

Only available to students in the LMU Summer Study Abroad Program in Paris, France.

University Core fulfilled: Flag: Engaged Learning.

Prerequisite: One (1) FREN 3000-level course other than FREN 3104, or consent of instructor

Modern Languages and Literatures GRMN 2101 German 1 4 A course intended for students with little or no prior knowledge of German. Based on the communicative approach, the course emphasizes oral proficiency in basic German as well as reading and writing. The following topics are 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, basic vocabulary, and the development of cross-cultural awareness.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures GRMN 2102 German 2 4 A continuation of GRMN 2101. Apart from the continued emphasis on oral competence, cross-cultural awareness, as well as reading and writing, new grammar topics are covered including 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, the subjunctive and passive voice.

Prerequisite: GRMN 2101 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures GRMN 1998 Special Studies 1 TO 4

Modern Languages and Literatures GRMN 1999 Independent Studies 1 TO 4

Modern Languages and Literatures GRMN 2103 German 3 4 The first part of an intermediate course designed to review elementary grammar, and to develop further oral competence, with a strong emphasis on cultural competence, reading, and writing. Texts that emphasize culture provide the springboard for the promotion of vocabulary acquisition, comprehension, and the active use of oral and written German.

Prerequisite: GRMN 2102 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures GRMN 2104 German 4 4 The second part of an intermediate course designed to review elementary grammar, and to develop further oral competence, with a stronger emphasis on cultural competence, reading, and writing. Texts that emphasize culture provide the springboard for the promotion of vocabulary acquisition, comprehension, and the active use of oral and written German.

Prerequisite: GRMN 2103 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures GRMN 2603 Conversational German 3 1 TO 3 A course designed to promote oral and aural proficiency and practical competence in intermediate German.

Prerequisite: GRMN 2103 or concurrent enrollment or by LMU Placement Exam.

Modern Languages and Literatures GRMN 2998 Special Studies 1 TO 4

Modern Languages and Literatures GRMN 2999 Independent Studies 1 TO 4

Modern Languages and Literatures GRMN 3105 Mastery of German 4 A finishing course emphasizing oral proficiency, as well as more advanced grammar aspects, reading, and writing.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures GRMN 3716 Business German 4 An advanced German course introducing the specialized language of everyday business dealings.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

Modern Languages and Literatures GRMN 3520 Survey of German Literature: From Beginning to Present 4 An introduction to German literature from its beginning to the 20th century by means of representative texts in all genres.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

Modern Languages and Literatures GRMN 3230 German Culture and Civilization 4 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 to present-day Germany.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

Modern Languages and Literatures GRMN 3340 German Cinema 4 A seminar on the historical development of German cinema from German Expressionism to the present.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

Modern Languages and Literatures GRMN 3998 Special Studies 1 TO 4

Modern Languages and Literatures GRMN 3999 Independent Studies 1 TO 4

Modern Languages and Literatures GRMN 4551 German Drama 4 An introduction to representative German plays since the 19th century. It includes classics from Büchner to Brecht and beyond.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

Modern Languages and Literatures GRMN 4552 German Folklore 4 An introduction to the fairy tales of the Brothers Grimm and the multi-faceted fairy tale research.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

Modern Languages and Literatures GRMN 4553 The German Novella 4 A close reading of representative German novellas since the 19th century. It primarily covers novellas in the Romantic and Realist tradition.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

Modern Languages and Literatures GRMN 4998 Special Studies 1 TO 4

Modern Languages and Literatures GRMN 4999 Independent Studies 1 TO 4

Modern Languages and Literatures GRMN 3231 The Germans: Great Moments Past and Present 4 A seminar on decisive moments in German history from 800 to 2007 having to do with particular historical events, persons, inventions, discoveries, and more.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures GRMN 3521 War and Peace in German Literature and Film 4 This course explores the discourse of war and peace in German culture from the 17th century to the present with examples from literature, film, art, music, and popular culture.

Prerequisite: GRMN 2104 or by LMU Placement Exam.

University Core fulfilled: Flag: Information Literacy.

Modern Languages and Literatures ITAL 2101 Italian 1 4 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.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures ITAL 2102 Italian 2 4 Emphasizing communicative and linguistic skills, this course is a continuation of ITAL 2101. 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 2101 or by LMU placement exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures ITAL 2602 Conversational Italian 2 4 Prerequisite: ITAL 2102 or concurrent enrollment.

Modern Languages and Literatures ITAL 1998 Special Studies 1 TO 4

Modern Languages and Literatures ITAL 1999 Independent Studies 1 TO 4

Modern Languages and Literatures ITAL 2103 Italian 3 4 Emphasizing communicative and linguistic skills, this course is a continuation of ITAL 2102. 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 2102 or by LMU placement exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures ITAL 2104 Italian 4 4 Emphasizing communicative and linguistic skills, this course reviews the material studied in ITAL 2101, ITAL 2102, and ITAL 2103. 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 2103 or by LMU placement exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures ITAL 2603 Conversational Italian 3 4 Prerequisite: ITAL 2103 (may be taken concurrently).

Modern Languages and Literatures ITAL 2998 Special Studies 1 TO 4

Modern Languages and Literatures ITAL 2999 Independent Studies 1 TO 4

Modern Languages and Literatures ITAL 3821 Stylistics and Composition 4 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 2103 or by LMU placement exam.

Modern Languages and Literatures ITAL 3533 The Italian Novella 4 A survey of the short story form from the fourteenth century to the present.

Prerequisite:ITAL 2103 or by LMU placement exam.

Modern Languages and Literatures ITAL 3534 Italian Literature of the 20th and 21st Century 4 A survey of poetry, drama, and prose from Pirandello to Calvino and beyond.

Prerequisite:ITAL 2103 or by LMU placement exam.

Modern Languages and Literatures ITAL 3250 Contemporary Italian Culture 4
This course provides an exploration of diverse forms of contemporary cultural expression in Italy,

including film & media, literature, music, and political critique. Focusing on material disseminated since the late 20th century, students examine how echoes of the major social transformations that have occurred in Italy in recent decades resonate at all levels of cultural production.

Students taking the course for the Italian Minor or the Modern Languages Major must write the majority of assignments in Italian.

Pre-requisites: ITAL 2103

Modern Languages and Literatures ITAL 3580 Italian Women Writers 4 Survey of representative works by Italian women writers from various historical periods, with particular focus on the modern and contemporary period.

Prerequisite: ITAL 2103 or by LMU placement exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures ITAL 3998 Special Studies 1 TO 4

Modern Languages and Literatures ITAL 3999 Independent Studies 1 TO 4

Modern Languages and Literatures ITAL 4351 Italian Cinema 4 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.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures ITAL 4998 Special Studies 1 TO 4

Modern Languages and Literatures ITAL 4999 Independent Studies 1 TO 4

Modern Languages and Literatures ITAL 3251 Italian Food Cultures 4 An interdisciplinary exploration of Italian food traditions with a focus on regional differences. Topics include the Mediterranean diet as cultural heritage ongoing changes in food production and distribution, strategies for protecting Italy's food traditions, and adaptation of Italian cuisine in US culture.

University Core fulfilled: Flags: Engaged Learning, Oral Skills.

Pre-requisites: ITAL 2103 or by LMU placement exam

Modern Languages and Literatures ITAL 4230 The Roman Baroque: Art, Architecture, and Culture 4 (See FNLT 4230.)

Modern Languages and Literatures ITAL 3370 Cinema in Rome: Rome in Cinema 4 This course critically explores the relationship between Italian cinema and the city of Rome from the 1930s onward. Building on the analysis of several groundbreaking films produced in the city during and after WWII, it examines the ways in which subsequent Italian film production resonates with neorealist influences or explores new ways to comment on the tensions observed in contemporary Italian society.

This course is only available to students in the LMU Summer Study Abroad Program in Rome, Italy.

University Core fulfilled: Flag: Engaged Learning.

Modern Languages and Literatures JAPN 2101 Japanese 1 4 An introduction to the fundamentals of Japanese, emphasizing listening and speaking skills. Students learn to ask and answer simple questions in the present and past tense. Introduces reading and writing of Hiragana and approximately 30 Kanji along with essentials of Japanese culture and custom.

Fall semester only.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures JAPN 2102 Japanese 2 4 A continuation of JAPN 2101. Introduction of Katakana and approximately 60 new Kanji. Useful grammatical patterns emphasizing the use of adjectives and verb conjugations. Practical patterns such as polite commands, permissions, prohibitions, and progressive forms are studied. Students continue to learn fundamentals of Japanese culture and lifestyle.

Spring semester only.

Prerequisite: JAPN 2101 or by LMU Placement Exam.

Modern Languages and Literatures JAPN 1998 Special Studies 1 TO 4

Modern Languages and Literatures JAPN 1999 Independent Studies 1 TO 4

Modern Languages and Literatures JAPN 2103 Japanese 3 4 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 2102 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures JAPN 2104 Japanese 4 4 A continuation of JAPN 2103. 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 2103 or by LMU Placement Exam.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures JAPN 2998 Special Studies 1 TO 4

Modern Languages and Literatures JAPN 2999 Independent Studies 1 TO 4

Modern Languages and Literatures JAPN 3105 Japanese 5 4 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 2104 or by LMU Placement Exam.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures JAPN 3106 Japanese 6 4 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 3105 or by LMU Placement Exam.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures JAPN 3998 Special Studies 1 TO 4

Modern Languages and Literatures JAPN 3999 Independent Studies 1 TO 4

Modern Languages and Literatures JAPN 4998 Special Studies 1 TO 4

Modern Languages and Literatures JAPN 4999 Independent Studies 1 TO 4

Modern Languages and Literatures JAPN 3107 Mastery of Japanese 4 This course helps students acquire advanced language skills including communicative competence. Students will apply their language skills and socio-cultural knowledge in an actual teaching setting. The basis of this exploration of engaged learning is the gradual understanding of the challenges in culturally aware applications of a language in authentic situations.

Prerequisite: JAPN 3106 or by LMU Placement Exam.

University Core fulfilled: Flag: Engaged Learning.

Modern Languages and Literatures JAPN 3250 Contemporary Popular Japanese Culture 4 This course helps students acquire knowledge and perspectives regarding contemporary popular Japanese culture with carefully chosen topics to elicit articulate expressions, critical thinking, and information literacy. This course enables students to engage in examining Japanese culture with a critical eye as to why the Japanese find certain elements of culture so interesting in today's Japan. Developing students' understanding of popular culture in the areas of animation, sports, trendy stores, popular music, and other media also emphasizes exchanging information or ideas through good research, discussion, and writing.

Prerequisite: JAPN 3105 or by LMU Placement Exam.

University Core fulfilled: Flag: Information Literacy.

Modern Languages and Literatures JAPN 3240 Manga, Anime, and Japanese 4 This course helps students acquire knowledge and perspectives regarding Japan's most popular culture-Manga & Anime. It explores why Manga and Anime are so popular not only among young Japanese, but also among young people worldwide. Furthermore, students examine Japanese Manga & Anime with a critical eye. The class gives students a chance to read Manga in Japanese and then watch the Anime in Japanese based on the same stories. This class provides a window into understanding the culture and lifestyle of people of Japan.

Pre-requisites: JAPN 2103 or LMU Placement Exam

Modern Languages and Literatures MDGK 3348 Modern Greek Theater: Influences and Performance 4 A multi-disciplinary exploration of Modern Greek theater from its ancient origins to its contemporary incarnations. Through a series of lectures, theater visits, backstage tours and workshops with artists in Los Angeles and in Athens, students engage with topics like the evolution of Modern Greek theater as well as the creative aspect of creating and performing theatre today. This is a BCLA Global Immersion Course that travels to Greece during spring break.

University Core Fulfilled: Explorations: Creative Experience; Flags: Oral Skills, Writing.

Modern Languages and Literatures MDLG 3400 Linguistics 4 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: At least 2102-level in two languages or consent of instructor.

University Core fulfilled: Explorations: Understanding Human Behavior.

Modern Languages and Literatures MDLG 4400 Applied Linguistics 4 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: MDLG 3400 or consent of instructor.

Modern Languages and Literatures MDLG 4990 Senior Capstone Project 1 Exit research project (for majors only).

Consent of instructor required.

Credit/No Credit grading.

Modern Languages and Literatures MDLG 3998 Special Studies 1 to 4

Modern Languages and Literatures MDLG 3999 Independent Studies 1 to 4

Modern Languages and Literatures MDLG 4998 Special Studies 1 to 4

Modern Languages and Literatures MDLG 4999 Independent Studies 1 to 4

Modern Languages and Literatures SPAN 2101 Spanish 1 4 The course emphasizes reading, writing, aural, and oral proficiency in basic Spanish, and reflects the diversity within Hispanic cultures. Instruction includes talking about oneself and others; using correct gender and number agreement; describing daily routines; expressing actions in progress; expressing likes and dislikes; avoiding redundancies; and talking, narrating, and describing in the present and past. Coursework includes oral and written exercises, cultural activities, and brief compositions.

Prerequisite: LMU Placement Exam.

Modern Languages and Literatures SPAN 1998 Special Studies 1 TO 4

Modern Languages and Literatures SPAN 1999 Independent Studies 1 TO 4

Modern Languages and Literatures SPAN 2102 Spanish 2 4 After a review of SPAN 2101 material, topics include describing and narrating in the present and the past; expressing past intentions and knowledge; discussing the past with present relevance; giving direct commands and advice; and suggesting, persuading, and expressing feeling and opinions about future, present, and past actions. Coursework includes the discussion of short texts, oral exercises, and medium-length compositions.

Prerequisite: SPAN 2101 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures SPAN 2103 Spanish 3 4 The objective of the class is to strengthen the student's communicative skills in Spanish while developing an awareness and appreciation of Hispanic cultures. By means of an integrated skills approach, this course develops receptive and productive skills simultaneously. This entails communicating in both spoken and written form, and being able to understand the content of a Spanish text, written or spoken, or a non-technical nature.

Prerequisite: SPAN 2102 or by LMU Placement Exam.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures SPAN 2113 Spanish 3 for Latino Students 4 This course, specially designed for students with a cultural Latino/Hispanic background, is the equivalent of SPAN 2103. 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 and to narrate and describe in paragraphs of connected discourse.

Prerequisite: SPAN 2102, or by LMU Placement Exam, or by consent of instructor.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures SPAN 2603 Conversational Spanish 1 TO 4 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 only.

Prerequisite: SPAN 2101 or consent of instructor.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures SPAN 2998 Special Studies 1 TO 4

Modern Languages and Literatures SPAN 2999 Independent Studies 1 TO 4

Modern Languages and Literatures SPAN 2804 Stylistics and Composition 4 This course is an introduction to writing and editing in Spanish. It highlights writing as a process by guiding students through the different stages required to produce college-level compositions incorporating the development of listening, reading, and speaking skills. It also promotes editing of a student's paper through a collaborative and informational learning environment, which includes peer editing of written drafts in addition to the instructor's feedback. Specific grammatical exercises are designed to focus on and improve clarity and effectiveness in written Spanish. The course also includes the development of the spoken formal register through oral presentation.

Prerequisite: SPAN 2103 or SPAN 2113, or by LMU Placement Exam.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures SPAN 3510 Introduction to Hispanic Literatures 4 A study of theoretical terminology and concepts essential for structural and conceptual analysis of literary works written in Spanish through oral and written exercises. Students are also introduced to literary periods and genres from Spanish and Spanish American authors.

Prerequisite: SPAN 2804.

University Core fulfilled: Flags: Oral Skills, Writing.

Modern Languages and Literatures SPAN 3541 Survey of Peninsular Spanish Literature 4
Interdisciplinary analysis of representative Peninsular Spanish literary texts from the Middle Ages to the present in their historical and cultural contexts.

Prerequisite: SPAN 3510 or consent of instructor.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Oral Skills, Writing.

Modern Languages and Literatures SPAN 3521 Survey of Latin American Literature 4 General survey of texts written by a representative body of Latin American authors from the pre-Columbian period to the present.

Prerequisite: SPAN 3510 or consent of instructor.

University Core fulfilled: Flag: Information Literacy.

Modern Languages and Literatures SPAN 3410 Spanish Linguistics 1: Sounds and Words 4 A study of the Spanish sound system, 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 words used in different varieties of Spanish.

Prerequisite: SPAN 2804 or consent of instructor.

University Core fulfilled: Explorations: Understanding Human Behavior; Flag: Writing.

Modern Languages and Literatures SPAN 3431 Spanish Linguistics 2: Structure and Variation 4 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 3410 or consent of instructor.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Oral Skills.

Modern Languages and Literatures SPAN 3998 Special Studies 1 TO 4

Modern Languages and Literatures SPAN 3999 Independent Studies 1 TO 4

Modern Languages and Literatures SPAN 4362 Latin American Cinema 4 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.

Prerequisite: SPAN 3521 or SPAN 3541 or consent of instructor.

Modern Languages and Literatures SPAN 4252 Hispanic Cultural Studies 4 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 3510 or consent of instructor.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Modern Languages and Literatures SPAN 4474 Spanish of the Americas 4 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 3410 or consent of instructor.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Modern Languages and Literatures SPAN 4475 Spanish of the United States 4 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 3410 or consent of instructor.

Modern Languages and Literatures SPAN 4472 Spanish Language Acquisition 4 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 3410 or consent of instructor.

University Core fulfilled: Flag: Oral Skills.

Modern Languages and Literatures SPAN 4473 The Sounds of Spanish: Theory and Practice 4 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 3410 or consent of instructor.

Modern Languages and Literatures SPAN 4564 Latin American Novel 4 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 3510 or consent of instructor.

Modern Languages and Literatures SPAN 4565 Latin American Poetry 4 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 3510 or consent of instructor.

University Core fulfilled: Flag: Engaged Learning.

Modern Languages and Literatures SPAN 4567 Latin American Women Writers 4 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 3510 or consent of instructor.

Modern Languages and Literatures SPAN 4563 Latin American Drama 4 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 3510 or consent of instructor.

Modern Languages and Literatures SPAN 4566 Latin American Short Story 4 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 3510 or consent of instructor.

Modern Languages and Literatures SPAN 4585 Spanish Literature of the 19th Century 4
Interdisciplinary 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 3510 or consent of instructor.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Modern Languages and Literatures SPAN 4583 Early Modern Spanish Narrative 4 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 3510 or consent of instructor.

Modern Languages and Literatures SPAN 4586 Spanish Literature of the 20th-21st Centuries 4
Interdisciplinary analysis of representative literary works and authors from the Spanish 20th-21st centuries in their historical and cultural contexts through a particular theme and from different perspectives.

Prerequisite: SPAN 3510 or consent of instructor.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Writing.

Modern Languages and Literatures SPAN 4582 Early Modern Spanish Drama and Poetry 4 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 3510 or consent of instructor.

Modern Languages and Literatures SPAN 4589 Selected Topics in Spanish Studies 4 Topics in Peninsular Spanish literature and culture.

May be repeated for degree credit when content varies.

Prerequisite: SPAN 3510 or consent of instructor.

University Core fulfilled: Flag: Writing.

Modern Languages and Literatures SPAN 4998 Special Studies 1 TO 4

Modern Languages and Literatures SPAN 4999 Independent Studies 1 TO 4

Modern Languages and Literatures SPAN 4990 Senior Capstone Project 1 Exit portfolio (for majors only).

Credit/No Credit grading.

Modern Languages and Literatures SPAN 4489 Selected Topics in Spanish Linguistics 4 Topics in the different subfields of Spanish linguistics and/or social studies.

May be repeated for degree credit when content varies.

Prerequisite: SPAN 3410 or consent of instructor.

Modern Languages and Literatures SPAN 4584 Miguel de Cervantes and Don Quixote 4 This course analyzes different texts by Miguel de Cervantes from an interdisciplinary perspective, though it will focus on his masterpiece, Don Quixote .

Prerequisite: SPAN 3510 or consent of instructor.

Modern Languages and Literatures SPAN 4587 Federico Garcia Lorca and His World 4 The course is an in-depth interdisciplinary study of the works and person of Spanish author Federico García Lorca in its socio-historical, artistic, and cultural contexts.

Prerequisite: SPAN 3510 or consent of instructor.

University Core fulfilled: Flag: Writing.

Modern Languages and Literatures SPAN 4388 Spanish Cinema 4 This course analyzes trends and issues in Spanish film after Franco such as gender, sexuality, and social values within particular social, cultural, and historical contexts.

Prerequisite: SPAN 3510 or consent of instructor.

PEACE AND JUSTICE STUDIES

Peace and Justice Studies PJST 1000 Introduction to Peace and Justice Studies 4 This course introduces students to the study of peace and justice, drawing on theories and practices from interdisciplinary perspectives. It aims to cover the development of the academic discipline of peace and justice studies as well as the histories and ethical dilemmas of non-violent social action and civil disobedience.

Required for all minors.

University Core fulfilled: Explorations: Understanding Human Behavior.

Peace and Justice Studies PJST 3800 Peace and Justice Internship 1 TO 4 The academic component of a supervised internship in a peace and justice organization.

Peace and Justice Studies PJST 3998 Special Studies 1 TO 4

Peace and Justice Studies PJST 3999 Independent Studies 1 TO 4

Peace and Justice Studies PJST 5900 Peace and Justice Senior Thesis 4 The senior thesis provides the opportunity for students to complete a substantive research project to culminate their study of Peace and Justice.

Senior standing required.

Consent of PJST Director required. Also, the student must obtain the written approval of the faculty supervisor the semester prior to writing the thesis.

PHILOSOPHY

Philosophy PHIL 1998 Special Studies 1 TO 4

Philosophy PHIL 1999 Independent Studies 1 TO 4

Philosophy PHIL 2010 Logic 4 An introduction to the methods and applications of good reasoning, with emphasis on formal methods for testing arguments for deductive validity in propositional logic and predicate logic. The course also aims to develop skills in some aspects of informal logic, which might include the consideration of informal fallacies, classical categorical logic, principles of inductive reasoning, or probability theory.

Required for Philosophy majors.

University Core fulfilled: Flag: Quantitative Literacy.

Philosophy PHIL 2350 Philosophy and Film 4 An investigation of the philosophical use of the film medium and an examination of particular philosophical ideas portrayed in films.

Philosophy PHIL 2910 Philosophy Proseminar 4 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.

Philosophy PHIL 2998 Special Studies 1 TO 4

Philosophy PHIL 2999 Independent Studies 1 TO 4

Philosophy PHIL 3100 Ethics 4 A study of the questions which a person must ask, and the answers one must consider, in forming an intelligent philosophy of moral choice, carried on in the light of the Catholic intellectual tradition.

University Core fulfilled: Integrations: Ethics and Justice.

Philosophy PHIL 3135 Bioethics 4 A careful study of the ethical issues that arise in the field of medicine, such as abortion, euthanasia, physician-assisted suicide, and distribution of medical resources and care.

Philosophy PHIL 3120 Business Ethics 4 A study of the ethical issues that arise in the field of business.

University Core fulfilled: Integrations: Ethics and Justice.

Philosophy PHIL 3115 Ethics for Engineering and Science 4 The course provides students with materials both for their own reflection on and construction of an ethics directing their conduct as professionals engaged in complex organizations and structures.

The course examines these topics:

- the systems causing and remedying climate change,
- the historical and social variation in technological development,
- the medical and legal uses of genomic techniques,
- and the design and impact of computer algorithms.

Restricted to majors in the Frank R. Seaver College of Science and Engineering.

University Core fulfilled: Integrations: Ethics and Justice.

Philosophy PHIL 3110 Environmental Ethics 4 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.

University Core fulfilled: Integrations: Ethics and Justice.

Philosophy PHIL 3105 Ethics of Love and Marriage 4 A careful study of the ethical dimensions of friendship, love, marriage, and commitment.

University Core fulfilled: Integrations: Ethics and Justice.

Philosophy PHIL 3140 Ethics and Education 4 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.

Philosophy PHIL 3125 Media Ethics 4 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.

University Core fulfilled: Integrations: Ethics and Justice.

Philosophy PHIL 3145 Topics in Applied Ethics 4 An in-depth study of a contemporary ethical issue.

University Core fulfilled: Integrations: Ethics and Justice; Flag: Writing.

Philosophy PHIL 3150 Contemporary Moral Problems 4 A study from the perspective of ethical theory of selected moral problems of contemporary interest and significance.

Philosophy PHIL 3160 Political Philosophy 4 A philosophical investigation into the origin and end--and so the scope and limits--of political life. Course content may vary from historical surveys to focused treatments of specific political thinkers or schools of political theory.

University Core fulfilled: Integrations: Ethics and Justice.

Philosophy PHIL 3165 Philosophy of Law 4 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.

Philosophy PHIL 4170 Feminist Philosophy 4 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.

Satisfies Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4175 Images of Women in Philosophy 4 An exploration of the understanding of women and human nature in the various philosophical traditions.

Philosophy PHIL 3200 Philosophy of Science 4 An examination of the nature of science and scientific knowledge, with attention to the history of science and applications to contemporary issues.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

University Core fulfilled: Integrations: Interdisciplinary Connections and Explorations: Nature of Science, Technology, and Mathematics.

Philosophy PHIL 3220 Environmental Philosophy 4 A study of the fundamental issues associated with the human relationship to the natural world. Specific topics will vary from semester to semester.

Philosophy PHIL 3340 Philosophy and Culture 4 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.

Philosophy PHIL 3320 Philosophy and the Arts 4 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.

Philosophy PHIL 3330 Philosophy and Literature 4 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.

Fulfills Integrations: Interdisciplinary Connections

Philosophy PHIL 4310 Aesthetics in Catholic Tradition 4 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.

Philosophy PHIL 3410 Philosophy of God 4 An exploration of the debate regarding concepts of God and the arguments for and against God's existence. This course examines the contributions of both classical and contemporary schools of thought to the debate.

Philosophy PHIL 3420 Philosophy and Christianity 4 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?

University Core fulfilled: Integrations: Faith and Reason.

Philosophy PHIL 4430 Personalism 4 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.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 3565 Chinese Philosophy 4 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.

Philosophy PHIL 3400 Philosophy of Religion 4 A philosophical investigation of the issues surrounding religion and religious beliefs. Possible topics will include: religious language, problem of evil, immortality, theism, and atheism.

University Core fulfilled: Integrations: Faith and Reason.

Philosophy PHIL 3510 Ancient Philosophy 4 A study of pre-Socratic thought, Plato, and Aristotle. Part of the history sequence for majors.

Philosophy PHIL 3515 Philosophy in Late Antiquity 4 A study of major philosophical currents after Aristotle, including Neo-Platonism, Stoicism and early Christian reactions to Greek philosophy.

Philosophy PHIL 3520 Medieval Philosophy 4 A study of the major philosophical movements from Augustine to Ockham. Part of the history sequence for majors.

University Core fulfilled: Integrations: Faith and Reason.

Philosophy PHIL 3530 Modern Philosophy I 4 A study of 17th and 18th century philosophy, from Descartes to Hume. Part of the history sequence for majors.

Philosophy PHIL 3540 Modern Philosophy II 4 A study of Kant and post-Kantian developments, including 19th century German Idealism. Part of the history sequence for majors.

Philosophy PHIL 3998 Special Studies 1 TO 4

Philosophy PHIL 3999 Independent Studies 1 TO 4

Philosophy PHIL 4620 Pragmatism 4 A study of 19th and 20th century pragmatism. Individual courses may focus on figures such as Charles Sanders Peirce, William James, John Dewey, Richard Rorty, and Cornel West.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4610 The Analytic Tradition 4 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.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4630 Phenomenology 4 An introduction to major themes in phenomenology. This course will focus on such topics as intentionality, the natural and transcendental attitudes, categorial intuition, temporality, and intersubjectivity. It will draw out the classical character of phenomenology and yet show how the method responds to and overcomes particular problems of modernity.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4640 Existentialism 4 A study of 20th and 21st century existential philosophy and its 19th-century forerunners.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4650 Postmodernism 4 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.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4670 Spanish Philosophy 4 An exploration of Spanish (Iberian) philosophical figures and themes, including one or more of the following thinkers: Seneca, Averroes, Maimonides, Llull, Ibn Al'Arabi, Vives, St. Teresa of Jesus, St. John of the Cross, Suarez, Unamuno, Ortega y Gasset, Zubiri, Mora, Marias, and/or Trias.

Philosophy PHIL 4680 Topics in Chinese Philosophy 4 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.

Philosophy PHIL 4660 Hermeneutics 4 A study of 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).

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4700 Major Thinkers 4 Concentrated study of a single, major philosopher.

Repeatable for degree credit.

Philosophy PHIL 4820 Epistemology 4 An introduction to the principal problems of epistemology as they appear in both classical and contemporary theories.

Philosophy PHIL 4810 Metaphysics 4 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.

Philosophy PHIL 4830 Philosophy of Mind 4 A philosophical examination of the nature of minds, with attention to scientific and historically significant perspectives.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4920 Special Topics 4 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.

Philosophy PHIL 4995 Ethics Minor Assessment 0 Assessment of student learning outcomes for the Ethics minor program. Includes completion of survey instruments, senior exit interview, and other forms of program evaluation.

Credit/No Credit grading only.

Senior Ethics minor program students only.

Prerequisites: All required courses for the Ethics minor program either already completed or currently in progress.

Philosophy PHIL 4990 Senior Assessment 0 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.

Credit/No Credit grading only.

Senior Philosophy majors only.

Prerequisites: All required courses for the major in Philosophy completed or currently in progress.

Philosophy PHIL 4998 Special Studies 1 TO 4

Philosophy PHIL 4999 Independent Studies 1 TO 4

Philosophy PHIL 5910 Senior Project 4 A research and writing project completed under the guidance and direction of a faculty supervisor.

Philosophy PHIL 5998 Special Studies 1 TO 4

Philosophy PHIL 5999 Independent Studies 1 TO 4

Philosophy PHIL 6704 Plato 3 An exploration of selected dialogues, informed by a study of the various interpretations of the dialogues from Aristotle to the present.

Philosophy PHIL 6706 Aristotle 3 A close study of Aristotelian texts. Aristotle's psychology, metaphysics, or ethics and politics may be emphasized in a given semester.

Philosophy PHIL 6565 Classics of Chinese Philosophy 3 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 .

Philosophy PHIL 6710 Plotinus 3 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.

Philosophy PHIL 6712 Augustine 3 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.

Philosophy PHIL 6720 Aquinas 3 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 .

Philosophy PHIL 6530 Early Modern Philosophy 3 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.

Philosophy PHIL 6728 Pascal 3 A study of philosophical themes in the thought of Blaise Pascal, with special attention to the Pensées .

Philosophy PHIL 6738 Kant 3 An in-depth study of selections from the three critiques and other writings, with attention to the relevant secondary literature.

Philosophy PHIL 6742 Hegel 3 A close reading of Hegel's Phenomenology of Spirit with the aid of the major commentators.

Philosophy PHIL 6746 Kierkegaard 3 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*.

Philosophy PHIL 6752 Husserl 3 A study of the phenomenological method of Husserl through readings from one or more of his texts.

Philosophy PHIL 6756 Heidegger 3 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.

Philosophy PHIL 6630 Topics in Phenomenology 3 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.

Philosophy PHIL 6762 Wittgenstein 3 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.

Philosophy PHIL 6660 Hermeneutics 3 A consideration of the philosophical questions raised by the interpretation of historically and culturally distant texts, artifacts, and experiences. Course may focus on one or more exponents of philosophical hermeneutics (e.g., Heidegger, Gadamer, Ricoeur, et al.) or on a particular issue (e.g., history, art, narrative, etc.).

Philosophy PHIL 6690 Critical Theory 3 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.

Philosophy PHIL 6590 American Philosophy 3 A study of issues and movements in American Philosophy, such as Transcendentalism, Pragmatism, and Neo-Pragmatism.

Philosophy PHIL 6770 Lonergan 3 A study of Lonergan's cognitional theory, epistemology, metaphysics, and ethics, in *Insight* and later works.

Philosophy PHIL 6640 Topics in Continental Philosophy 3 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.

Philosophy PHIL 6650 Contemporary French Philosophy 3 A study focusing on twentieth and/or twenty-first century figures in French philosophy. This seminar may be devoted to one or more of the following figures: Bergson, Marcel, Ricoeur, Levinas, Foucault, Derrida, Marion, Nancy, or other similar thinkers.

Philosophy PHIL 6820 Epistemology 3 A study of 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.

Philosophy PHIL 6810 Metaphysics 3 A study of major metaphysical theories including those of Plato, Aristotle, and Aquinas.

Philosophy PHIL 6840 Personalist Metaphysics 3 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.

Philosophy PHIL 6830 Philosophy of Mind 3 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.

Philosophy PHIL 6200 Philosophy of Science 3 A study of the nature of science and scientific knowledge, with attention to the history of science and contemporary debates.

Philosophy PHIL 6150 Social and Political Philosophy 3 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?

Philosophy PHIL 6180 Virtue Ethics 3 A study of virtue ethics as a distinctive ethical theory, along with questions about the nature of virtues and vices.

Philosophy PHIL 6100 Ethics 3 A study of the nature of the good and the right, encompassing questions such as: What sort of life is best? What kind of person is it best to be? What does morality require of us? Is there universal moral truth, and how can we know what's right or good?

Philosophy PHIL 6400 Topics in Philosophy and Religion 3 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.

Philosophy PHIL 6990 Teacher Orientation and Practicum 0 Credit/No Credit grading.

Philosophy PHIL 6995 Oral Examinations 0 Credit/No Credit grading.

Philosophy PHIL 6998 Special Studies 1 TO 3

Philosophy PHIL 6999 Independent Studies 1 TO 3

Philosophy PHIL 6722 Duns Scotus 3 An exploration of major themes in the thought of Duns Scotus.

Philosophy PHIL 6736 Hume 3 A study of selected themes in the philosophy of David Hume.

Philosophy PHIL 6825 Virtue Epistemology 3 A study of classic or contemporary treatments of the nature of intellectual virtue, its role in the life of the mind, and its relevance to perennial or current issues in the philosophical study of knowledge.

Philosophy PHIL 1800 Philosophical Inquiry 4 An introductory exploration of central questions and interpretations of human existence, with special emphasis on epistemology and metaphysics, carried on in light of the Catholic intellectual tradition.

University Core fulfilled: Foundations: Philosophical Inquiry.

Philosophy PHIL 3010 Advanced Symbolic Logic 4 Continuation of symbolic logic techniques, with emphasis on modal and multi-value logics; metalogical considerations of syntax, semantics, and proofs; and questions/issues of philosophical logic and the philosophy of logic.

Prerequisite: PHIL 2010.

Philosophy PHIL 6110 Practical Wisdom 3 A study of Aristotle's notion of phronesis as understood by medieval thinkers.

Philosophy PHIL 4704 Plato 4 Close study of the thought of Plato.

Philosophy PHIL 4706 Aristotle 4 Close study of the thought of Aristotle.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Engaged Learning, Writing.

Philosophy PHIL 4720 Aquinas 4 Close study of the thought of Thomas Aquinas.

Philosophy PHIL 4738 Kant 4 Close study of the thought of Immanuel Kant.

Philosophy PHIL 4742 Hegel 4 Close study of the thought of G. W. F. Hegel.

Philosophy PHIL 4746 Kierkegaard 4 Close study of the thought of Søren Kierkegaard.

Philosophy PHIL 4756 Heidegger 4 Close study of the thought of Martin Heidegger.
Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4762 Wittgenstein 4 Close study of the thought of Ludwig Wittgenstein.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 4300 Aesthetics 4 A philosophical investigation of beauty. Course content may vary from historical surveys to focused treatments of specific thinkers or schools of aesthetic theory.

Philosophy PHIL 6410 Divine Foreknowledge and Human Free Will 3 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.

Philosophy PHIL 6420 Divine and Human Willing 3 A study of the nature and role of the will, both human and divine, in Duns Scotus and William of Ockham.

Philosophy PHIL 4635 Phenomenology of the Self 4 An introduction to the phenomenological treatment of subjectivity and intersubjectivity, focusing on various aspects of Husserlian egology and the use of language, especially the first-person pronoun.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 3355 Meditative Gaze: Dao and Film 4 This course brings two distinctive disciplines, philosophy and film theory together into a coherent discourse. The focus of the class is on the philosophical question most often posed as the mind-body problem and the various ways that media texts have addressed and articulated this issue, specifically through the adoption of a meditative gaze as a philosophically charged stylistic approach.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Philosophy PHIL 3180 raceSEXgender 4 This course examines the reality of racial, gender, and sexual identities, the intersections and co-determinations of such identities, and the forms of subjectivity created as a result of racism, sexism, and heterosexism.

University Core fulfilled: Foundations: Studies in American Diversity.

Philosophy PHIL 3112 Environmental Virtue Ethics 4 This course is a sustained reflection on the nature of virtue and its role in the flourishing of individual humans, social groups, and the environment. Specific foci may vary, but the course will emphasize the tradition of virtue ethics--including by contrast with other ethical approaches and theories--brought to bear on environmental issues.

University Core fulfilled: Integrations: Ethics and Justice; Flags: Oral Skills, Writing.

Philosophy PHIL 4210 Science and Religion 4 A philosophical examination of the relationship(s) between science and religion, with special attention to historical and contemporary developments.

Satisfies the Contemporary Philosophy requirement for Philosophy majors.

Philosophy PHIL 3712 Augustine 4 Careful examination of central philosophical and theological themes in the thought of St. Augustine of Hippo, including truth; beauty; unity and number; interiority; divine illumination; lust, pride, and curiosity; free will; eternity and time; and the problem of evil. The focus of the course will be primarily but not exclusively on the earlier, more strictly philosophical phases of Augustine's thought.

University Core fulfilled: Integrations: Faith and Reason.

Philosophy PHIL 3440 The God of Faith and Reason 4 A philosophical exploration of the relationship between faith and reason, especially with regard to their common object, carried on in the light of the Catholic intellectual tradition.

University Core fulfilled: Integrations: Faith and Reason.

Philosophy PHIL 6001 Graduate Proseminar 3 An introduction to the reading and writing skills necessary for successful philosophical scholarship. Required of all graduate students the first fall of their studies.

First year PHIL MA students only

Philosophy PHIL 6002 Teaching Philosophy 3 This seminar is a rigorous exploration of the fundamental theories and practices of teaching philosophy.

PHIL MA students only.

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

Political Science and International Relations POLS 1200 U.S. Politics 4 An overview of the major political processes in American life.

University Core fulfilled: Explorations: Understanding Human Behavior.

Political Science and International Relations POLS 1400 Comparative Politics 4 Analyzes political institutions and policies in democratic and authoritarian countries. Combines conceptual understanding with case studies from Europe, Africa, Asia, and Latin America.

University Core fulfilled: Explorations: Understanding Human Behavior.

Political Science and International Relations POLS 1600 International Relations 4 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.

University Core fulfilled: Explorations: Understanding Human Behavior.

Political Science and International Relations POLS 1998 Special Studies 1 TO 4

Political Science and International Relations POLS 1999 Independent Studies 1 TO 4

Political Science and International Relations POLS 2100 Empirical Approaches 4 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 should complete this class in their sophomore year.

Prerequisite: POLS 1200, POLS 1400, or POLS 1600.

University Core fulfilled: Flag: Quantitative Literacy.

Political Science and International Relations POLS 2000 Foundations of Political Theory 4 Introduction to the major concepts and theories that lay the foundation for contemporary governments. Writing intensive.

Students should complete this class in their sophomore year.

Prerequisite: POLS 1200, POLS 1400, or POLS 1600.

University Core fulfilled: Flag: Writing.

Political Science and International Relations POLS 2998 Special Studies 1 TO 4

Political Science and International Relations POLS 2999 Independent Studies 1 TO 4

Political Science and International Relations POLS 3040 American Political Thought 4 A study of the origin and development of liberal democracy from Hobbes and Locke to contemporary American thinkers and groups.

Prerequisite: POLS 2000.

Political Science and International Relations POLS 3060 Marx and Marxism 4 An examination of the Marxist contribution to socio-political thought from Marx to the current era.

Prerequisite: POLS 2000.

Political Science and International Relations POLS 3010 Classical and Christian Political Theory 4 A survey of Western political thought from ancient Greece through the Renaissance.

Prerequisite: POLS 2000.

University Core fulfilled: Integrations: Ethics and Justice; Flags: Information Literacy, Oral Skills.

Political Science and International Relations POLS 3020 Modern Political Theory 4 A survey of Western political thought from the Renaissance through the 19th century.

Prerequisite: POLS 2000.

University Core fulfilled: Integrations: Ethics and Justice; Flags: Information Literacy, Oral Skills.

Political Science and International Relations POLS 3030 Contemporary Political Theory 4 A survey of 20th century and 21st century political thought.

Prerequisite: POLS 2000.

University Core fulfilled: Integrations: Ethics and Justice; Flags: Information Literacy, Writing.

Political Science and International Relations POLS 3250 Campaigns and Elections 2 An examination of the electoral process in the United States covering political participation, campaigns, and institutional arrangements at all levels of government.

Political Science and International Relations POLS 3210 Congressional Politics 4 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.

University Core fulfilled: Flags: Engaged Learning, Oral Skills.

Political Science and International Relations POLS 3220 Presidency 4 A study of the powers, process, and problems of the modern United States presidency.

Political Science and International Relations POLS 3230 Courts, Law, and Society 4 A study of how America's courts really work, focusing on the role of judges, juries, and attorneys.

Political Science and International Relations POLS 3310 Racial and Ethnic Politics 4 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.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Political Science and International Relations POLS 3320 Social Movements 4 An analysis of the current issues and controversies facing several civil rights movements.

Political Science and International Relations POLS 3240 Media and Politics 4 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.

Political Science and International Relations POLS 3340 Urban Politics 4 Analysis of political institutions and processes in urban areas of the U.S., including policy-making processes, power structures, urban problems, and intergovernmental relations.

Political Science and International Relations POLS 3640 European Politics 4 An analysis of the political structures and processes of the U.K., France, Germany, Italy, Spain, and other European nations.

Political Science and International Relations POLS 3440 Politics in the Middle East 4 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.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Political Science and International Relations POLS 3430 Politics of Latin America 4 Analyzes political institutions and processes in Latin America. Emphasizes current political and economic challenges to democratic consolidation in the region.

Prerequisite: POLS 2100.

University Core fulfilled: Flag: Writing.

Political Science and International Relations POLS 3420 Political Dynamics of East Asia: Greater China, Japan, and the Koreas 4 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, and the Koreas, and Taiwan.

Prerequisite: POLS 1400.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Political Science and International Relations POLS 3410 Politics of Africa 4 An analysis of the problems and prospects for political, economic, and social development in Africa south of the Sahara.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Political Science and International Relations POLS 3480 U.S.-British Politics 4 A comparative study of political systems of the United States and Great Britain.

Political Science and International Relations POLS 3510 Politics of Development 4 An analysis of the various theoretical approaches to understanding the political economy of developing nations and the empirical consequences of development strategies.

Political Science and International Relations POLS 3610 International Cooperation 4 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.

Political Science and International Relations POLS 3620 International Security 4 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.

Prerequisite: POLS 1600.

Political Science and International Relations POLS 3650 United States Foreign Policy 4 Analysis of recent United States foreign policy with a focus on the policy making and implementation process.

Political Science and International Relations POLS 3350 Elderly and the Law 4 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.

University Core fulfilled: Flag: Engaged Learning.

Political Science and International Relations POLS 3810 Washington Internship 1 TO 8 The academic component of a supervised internship in Washington, D.C.

Credit/No Credit grading.

Political Science and International Relations POLS 3800 Internship 1 TO 4 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.

University Core fulfilled: Flag: Engaged Learning.

Political Science and International Relations POLS 3820 Washington, D.C. Politics 4 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. Students will also take an additional course on Political Process at the Washington Center as part of the academic internship program.

Political Science and International Relations POLS 3850 Politics and Film 4 An exploration of political themes as presented in movies.

Political Science and International Relations POLS 3900 Special Studies in Political Theory 1 TO 4

Political Science and International Relations POLS 3920 Special Studies in U.S. Politics 1 TO 4

Political Science and International Relations POLS 3940 Special Studies in Comparative Politics 1 TO 4

Political Science and International Relations POLS 3960 Special Studies in International Politics 1 TO 4

Political Science and International Relations POLS 3998 Special Studies 1 TO 4

Political Science and International Relations POLS 3999 Independent Studies 0 TO 4

Political Science and International Relations POLS 4010 Ethics, Politics, and Policy 4 An examination of the ethical dimensions of political action and public policy. The course combines theoretical analyses and case studies.

Prerequisite: POLS 2000.

University Core fulfilled: Integrations: Ethics and Justice.

Political Science and International Relations POLS 4020 Ethics of War 4 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.

Prerequisite: POLS 2000.

Political Science and International Relations POLS 4030 Punishment and Mercy 4 This course explores theoretical and practical challenges to reconciling effective and just social punishment with the virtue of mercy.

Prerequisite: POLS 2000.

University Core fulfilled: Integrations: Ethics and Justice; Flags: Information Literacy, Oral Skills.

Political Science and International Relations POLS 4040 Political Rhetoric 4 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.

University Core fulfilled: Flag: Oral Skills.

Political Science and International Relations POLS 4360 Public Opinion and American Culture 4 An examination of public opinion and political participation in terms of their development, trends, measurement, and influencing factors.

Political Science and International Relations POLS 4370 Interest Groups and Advocacy 4 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.

Political Science and International Relations POLS 4380 Politics of California 1 TO 4 An examination of the structure and dynamics of California government and politics. The role of elections, government institutions, economic and social trends will all be examined. Students also participate in the Sacramento Legislative Seminar: a three-day trip to the state capitol where they will have the opportunity to engage with elected officials, staffers, lobbyists, consultants, and journalists through moderated panel discussions.

Political Science and International Relations POLS 4390 Politics of Los Angeles 4 A study of the structure and dynamics of county, city, and special district governments in the Los Angeles metropolitan area. There will be an emphasis on theoretical and historical perspectives, formal governmental structures, contemporary policies and current elections. Local government will also be placed in a federal and state context. Public opinion analysis will be extensively used.

Political Science and International Relations POLS 4310 Chicana/o Politics 4 A study of the social and political development of the Chicano community in the United States.

Political Science and International Relations POLS 4330 Gender and Politics 4 An analysis of the issues and topics resulting from the intersection of gender with the political system.

Political Science and International Relations POLS 4300 Political Psychology 4 A study of the relationship between selected psychological and social-psychological characteristics of individuals and political behavior.

Political Science and International Relations POLS 4250 Public Policy Analysis 4 An examination of the processes by which public policy is formulated, implemented, and evaluated. Emphasis will be placed on policy planning and evaluation competencies.

Political Science and International Relations POLS 4800 Political Leadership 4 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.

Political Science and International Relations POLS 4750 Foreign Policy Analysis 4 This course will focus on the foreign policy of states, with particular attention to decision making and policy planning models.

Political Science and International Relations POLS 4720 Global Human Rights 4 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.

Political Science and International Relations POLS 4650 Politics of the Global Economy 4 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.

Prerequisite: POLS 1600.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Flag: Information Literacy

Political Science and International Relations POLS 4210 United States Constitutional Law: Case Method I 4 Judicial, executive, and legislative power; individual rights.

Political Science and International Relations POLS 4220 United States Constitutional Law: Case Method II 4 Freedom of Speech and Equal Protection.

Political Science and International Relations POLS 4710 International Law 4 Focus on some of the major doctrines of international law and the processes of making and implementing law in the contemporary international system.

Political Science and International Relations POLS 4900 Special Studies in Political Theory 1 TO 4

Political Science and International Relations POLS 4920 Special Studies in U.S. Politics 1 TO 4

Political Science and International Relations POLS 4940 Special Studies in Comparative Politics 1 TO 4

Political Science and International Relations POLS 4960 Political Violence and Terrorism 4 This course explores the nature of political violence with a central focus on civil war and terrorism. It examines the major theories political scientists have generated to explain the development and outcomes of political violence, including what motivates people to participate, why violent groups adopt particular strategies, and how governments engage and respond.

Prerequisite: POLS 1600.

Political Science and International Relations POLS 4998 Special Studies 1 TO 4

Political Science and International Relations POLS 4999 Independent Studies 1 TO 4

Political Science and International Relations POLS 5260 Education Policy 4 A seminar examining selected dimensions of education policy in the United States.

Prerequisite: POLS 2100.

University Core fulfilled: Flag: Writing.

Political Science and International Relations POLS 5720 Comparative Human Rights 4 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.

Junior and senior Political Science and International Relations majors only.

University Core fulfilled: Integrations: Ethics and Justice; Flag: Writing.

Political Science and International Relations POLS 5320 New Social Movements 4 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 2100.

Political Science and International Relations POLS 5360 Gender and the Law 4 This course focuses on the evolution and current situation of how gender and related issues fare in the legal system, including domestic violence, child custody, reproductive rights, marriage and divorce, domestic partnerships, education, employment, sexual harassment, prostitution, pornography, and gender identity.

Political Science and International Relations POLS 5800 Honors Seminar 4 A particularly challenging senior seminar for students contemplating graduate work. Also provides preparation for writing a senior thesis.

Prerequisites: POLS 2000, POLS 2100, and consent of instructor.

University Core fulfilled: Flag: Writing.

Political Science and International Relations POLS 5820 Senior Thesis 4 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 2100 and consent of department chairperson. Also, the student must obtain the written approval of the faculty supervisor the semester prior to writing the thesis.

Political Science and International Relations POLS 5810 Honors Thesis 4 This is an opportunity for Honors-Eligible students to complete a substantive research project to qualify for Departmental Honors.

Prerequisite: POLS 5800.

Political Science and International Relations POLS 5900 Special Studies in Political Thought 1 TO 4 Senior standing required.

Prerequisite: POLS 2000.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Political Science and International Relations POLS 5920 Special Studies in U.S. Politics 1 TO 4 Senior standing required.

Prerequisites: POLS 1200 and POLS 2100.

Political Science and International Relations POLS 5940 Special Studies in Comparative Politics 1 TO 4 Senior standing required.

Prerequisites: POLS 1400 and POLS 2100.

Political Science and International Relations POLS 5960 Humanitarian Aid and Intervention 4 This seminar introduces students to theoretical and practical issues concerning humanitarian intervention, including the concept and history of intervention, its political and moral dilemmas, and ways forward. It examines challenges stemming from great power politics, tensions between sovereignty and responsibility, political dimensions of humanitarian aid, the growth of "war economies," and controversies surrounding the meaning, legality, and implementation of the Responsibility to Protect (R2P).

Prerequisite: POLS 1600.

Political Science and International Relations POLS 5998 Special Studies 1 TO 4

Political Science and International Relations POLS 5999 Independent Studies 1 TO 4

Political Science and International Relations POLS 3445 Politics of Modern Israel 4 This course is an in-depth study of the politics and history of contemporary Israel.

Political Science and International Relations POLS 4510 Slavery, Abolition, and Modern Slavery 4 The first part of this course examines historical slavery and global abolition. The second part of the course concentrates on modern slavery and its eradication.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Political Science and International Relations POLS 5710 International Affairs and Social Justice 4 This course is designed to expose students to issues in international affairs in terms of ethics and social justice. Internship in International Social Justice organization required 6-10 hours/week.

University Core fulfilled: Integrations: Ethics and Justice; Flag: Engaged Learning.

Prerequisites: POLS 1600 and POLS 2100.

Political Science and International Relations POLS 5420 Rivalry and Cooperation in East Asia 4 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.

Prerequisites: POLS 1400 or POLS 1600; POLS 2100.

Political Science and International Relations POLS 5600 Theories of International Relations 4 This course critically examines important debates and topics in international relations, through theoretical and empirical lenses. In this course, each student will also conduct original research in the field of international relations.

Flags: Oral Skills, Writing

Prerequisites: POLS 1600

Political Science and International Relations POLS 3330 Immigration Politics and Policy 4 This course focuses on the historical and contemporary politics of immigration. The course will cover issues ranging from root causes of international migration, to the various social, cultural, and political consequences of immigration in the United States.

University Core fulfilled: Foundations: Studies in American Diversity.

Political Science and International Relations POLS 4440 Politics of the Middle East through Film 4 This course surveys the history, economics, and politics of the Middle East and North Africa through film. It examines salient cultural, economic, and political issues in the region through film. The course examines explanations from various disciplines and compares these with empirical evidence to make informed arguments about contemporary and historical social and political issues in the Middle East and North Africa.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Political Science and International Relations POLS 3050 Critical Race Theory 4 This course takes up the question of race and politics through the lens of critical theory, legal theory, and political philosophies of race and difference.

Prerequisite: POLS 2000 or AFAM 1211 or CLST 1116.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Writing.

Political Science and International Relations POLS 1810 Political Science Learning Community I 1 This course introduces students to the opportunities of the Political Science and International Relations Department and the University and helps them to reflect critically and creatively on the beginning of their college experience through a series of workshops and individual exercises.

Political Science and International Relations POLS 1820 Political Science Learning Community II 1 A continuation of POLS 1810, this course introduces students to the opportunities of the Political Science and International Relations Department and the University and helps them to reflect critically and creatively on the beginning of their college experience through a series of workshops and individual exercises.

Political Science and International Relations POLS 3481 British Government 4 An examination of the political system of the United Kingdom (offered as part of the Hansard Fellowship).

Political Science and International Relations POLS 3482 British Public Policy 4 An examination of the public policy process of the United Kingdom (offered as part of the Hansard Fellowship).

Political Science and International Relations POLS 5850 Politics in Shakespeare 4 Examines political ideas and themes in the plays of William Shakespeare.

University Core fulfilled: Flag: Information Literacy.

Political Science and International Relations POLS 3630 Peace and Reconciliation 4 A survey of peace and conflict resolution processes in various international contexts.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Political Science and International Relations POLS 3830 British House of Commons Internship 1 TO 8 The academic component of a supervised internship in the British House of Commons (offered as part of the Hansard Fellowship).

Credit/No Credit grading.

Political Science and International Relations POLS 3425 Japanese Society and Politics 4 This course delves into Japan's modern transformations focusing particularly on the period since World War II to understand the origins and development of Japan's political and economic institutions, the evolving nature of Japanese society, and the domestic and international challenges facing the nation.

Political Science and International Relations POLS 4100 Advanced Empirical Methods 4 This course introduces advanced techniques in the empirical study of politics.

Students who intend to employ advanced methods in their senior thesis should plan to take this class their junior year.

Prerequisite: POLS 2100.

Political Science and International Relations POLS 5010 Political Ethics 4 This seminar examines how ethical principles can be applied to the realities of political action and public life.

Prerequisite: POLS 2000.

University Core fulfilled: Integrations: Ethics and Justice.

Political Science and International Relations POLS 5020 Christianity in Modern Political Thought 4 This seminar examines how differing interpretations of Christian theology influenced the development of modern political thought.

Prerequisite: POLS 2000.

University Core fulfilled: Flag: Information Literacy.

Political Science and International Relations POLS 5030 Detention and Incarceration 4 A seminar examining the theory and practice of punishment in the form of detention and incarceration, and how these contribute to defining contemporary understandings of individual agency and of the modern democratic state.

Prerequisite: POLS 2000.

Political Science and International Relations POLS 2001 Foundations of International Political Theory 4 Introduction to the major concepts and theories that lay the foundation for contemporary international politics. Writing intensive.

Students should complete this class in their sophomore year.

Prerequisite: POLS 1200, POLS 1400, or POLS 1600.

University Core fulfilled: Flag: Writing.

Political Science and International Relations POLS 4515 Food Politics Seminar 4 Examines food poverty, domestic food policy, industrial animal farming, environmental concerns and sustainability. Includes critical thinking and writing workshops, multiple assignments for research papers, and an engaged learning component.

University Core fulfilled: Flag: Writing.

Political Science and International Relations POLS 5730 Ethics and Peacebuilding 4 This course explores the ethical challenges that arise in peacebuilding in post-conflict societies. It examines major ethical theories in order to help inform our thinking about various peacebuilding dilemmas. These challenges permeate all aspects of peacebuilding, from decision making to implementing policies on the ground. For example, who should be primarily responsible for rebuilding the peace and how should we decide which policies are best?

Political Science and International Relations majors and minors only.

University Core fulfilled: Integrations: Ethics and Justice.

Prerequisite: POLS 1600.

Political Science and International Relations POLS 3660 Model United Nations 1 This course is designed for students who are preparing for the MUN conference. Model UN is designed to acquaint students with the operations of the United Nations through the study of political positions of member

nations. Students will learn the rules of procedure, the art of diplomacy, negotiating skills, and public speaking.

This course is repeatable one time for degree credit.

Political Science and International Relations POLS 5700 International Relations Senior Assessment 0 All students who will have completed 100 hours or more by Spring semester are required to enroll in POLS 5700. This is a zero-semester-hour course, required for graduation, which includes an assessment of program learning outcomes, a senior exit interview, and possible additional program evaluation.

International Relations majors only.

Credit/No Credit grading.

Political Science and International Relations POLS 3670 Theories of International Relations 4 This course critically examines maritime and territorial disputes in East Asia from an interdisciplinary perspective.

Political Science and International Relations POLS 5330 Politics of Immigration 4 This course is designed to provide students with a critical introduction to the Politics of Immigration. In order to understand why immigration is such an important process we must first understand how nations are developed. Therefore, we must first grapple with a theoretical understanding of who we are as nation and, more importantly, who we want to be. In this course we will examine how governmental institutions, political actors, and socio-political processes have both shaped and responded to immigration to the United States from the beginning of the Republic, but with an emphasis on the post- 1965 period. From discussions of a melting pot society to taxpayer concerns, this course will help us understand the myths, concerns, and policies that shape our knowledge of immigration, citizenship, and membership in the United States.

Political Science and International Relations POLS 5515 Food Politics Seminar 4 Examines food poverty and domestic food policy, industrial animal farming and the ethics of eating animals, environmental sustainability, vertical farming, and global hunger. Discussion-based course that includes critical thinking and writing workshops, weekly written assignments, a multi-staged research paper, and a presentation.

University Core fulfilled: Flag: Writing.

Pre-requisite: POLS 2100

Political Science and International Relations POLS 5000 Political Science Senior Assessment 0 This is a zero-semester-hour course, required for graduation, which includes an assessment of program learning outcomes, a senior exit interview, and possible additional program evaluation.

Political Science majors only.

CR/NC grading.

Political Science and International Relations POLS 3670 International Law and Maritime Disputes 4
This course critically examines maritime and territorial disputes in East Asia from an interdisciplinary perspective.

PSYCHOLOGY

Psychology PSYC 1000 General Psychology 4 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.

University Core fulfilled: Explorations: Understanding Human Behavior; Flag: Quantitative Literacy.

Psychology PSYC 1998 Special Studies 1 TO 4

Psychology PSYC 1999 Independent Studies 1 TO 4

Psychology PSYC 2001 Statistical Methods for Psychology 4 Statistical concepts and methods related to psychological testing and research, including measures of central tendency, variability, hypothesis testing, analysis of variance, correlation, regression, non-parametric tests, and use of statistical software programs.

Prerequisite: TR in PSYC 2001 or grade of C (2.0) or higher in PSYC 1000 at LMU.

University Core fulfilled: Foundations: Quantitative Reasoning.

Psychology PSYC 2003 Brain and Behavior 4 Biological basis of behavior, structure and function of the sensory and effector mechanisms, neural and endocrine systems and their underlying physiological substrates.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 2002 Research Methods 4 Introduces the basic principles of common psychology research methods and designs. Provides students with fundamental background for planning, conducting, and critiquing research in psychology. Emphasizes scientific writing, including APA style, and data interpretation using descriptive and inferential statistics. Topics include: hypothesis testing, searching scientific literature, variables and measurement, reliability and validity, and ethics in the conduct of empirical research.

Prerequisites: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 and PSYC 2001 at LMU.

University Core fulfilled: Flags: Information Literacy, Quantitative Literacy.

Psychology PSYC 2998 Special Studies 1 TO 4 Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 2999 Independent Studies 1 TO 4 Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000.

Psychology PSYC 3010 Evolutionary Psychology of Sex Differences 4 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 or senior standing required.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 3019 African and Black Psychology 4 A biopsychosocial/spiritual review of topics in psychology from an Africentric perspective. A survey course examining and contrasting basic theories, research, and concepts in African psychology and Black psychology. Selected features of the discipline of western psychology are critiqued from an African-centered perspective.

Junior or senior standing required.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 3038 Abnormal Psychology 4 An introduction to the biological, psychological, and social determinants of psychopathology and maladaptive behaviors. Causes, diagnosis, and treatment of various mental disorders such as: schizophrenia, mood disorders, anxiety disorders, personality disorders, childhood disorders, sexual dysfunctions, and other conditions covered in the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Junior or senior standing required.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 3045 Psychology on Film 4 An investigation of principles and theories of psychology through the analysis of characters in quality, character-based films.

Junior or senior standing required.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 3052 Lifespan Development 4 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.

Junior or senior standing required.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 3998 Special Studies 1 TO 4 Junior or senior standing required.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 3999 Independent Studies 1 TO 4 Junior or senior standing required.

Consent of instructor required.

Prerequisite: TR in PSYC 100 or grade of C (2.0) or higher in PSYC 1000 at LMU.

Psychology PSYC 4001 Cognitive Neuroscience 4 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.

Open to Psychology majors and minors only. Required for Psychology majors.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4002 Social Psychology 4 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.

Open to Psychology majors and minors only. Required for Psychology majors.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4036 Personality 4 A survey of the major contemporary theories of personality and relevant research and applications related to each theory.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4045 Advanced Research Methods 4 Building on lower division statistics and research methods Psychology requirements, this course further investigates research designs and statistical analyses psychologists use to understand, predict, and influence human behavior. Students will conduct an empirical research study in a topical area of psychology and present results in APA-

style written, oral, and/or poster presentations. Highly recommended for students considering graduate study in psychology.

Consent of instructor required.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

University Core fulfilled: Flags: Engaged Learning, Oral Skills.

Psychology PSYC 4052 Evolutionary Psychology 4 Examination of the biosocial development of adaptive behavioral strategies for various classes of behavior including altruism, intergenerational conflict, courtship, parenting, territoriality, sibling rivalry, aggression.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4055 Neuropsychology 4 Clinical neuropsychology; brain damage and organic syndromes, diagnosis, and biological therapies.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4090 Teaching Internship 1 TO 4 Guided teaching of undergraduate course(s). May be repeated for credit.

Consent of instructor required.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4998 Special Studies 1 TO 4 Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4999 Independent Studies 1 TO 4 Consent of instructor required.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4100 Capstone Seminar 4 Seminar focuses on a faculty-selected topic to be investigated using the biopsychological perspective. The topic of this seminar is selected by the faculty member from within that person's area of expertise. Students are expected to broadly review and integrate their learning in psychology across the curriculum. This course fulfills the capstone requirement.

Senior Psychology majors only.

Prerequisites: All required courses for the major completed or concurrently completed with capstone.

University Core fulfilled: Flag: Writing.

Psychology PSYC 4195 Senior Assessment 0 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 4195 is offered two times a year (Fall and Spring).

Credit/No Credit grading only.

Senior Psychology majors only in their final semester.

Prerequisites: All required courses for the major completed or currently in progress.

Psychology PSYC 3050 Principles of Behavioral Neuroscience 4 Explores the scientific investigation and advancement of theory pertaining to processes underlying the biological basis of human behavior. This course will examine pertinent topics within the fields of psychology, biology, chemistry, neuropharmacology, biochemistry, and the clinical sciences (e.g., neurology and neuropsychiatry) to provide a comprehensive introduction to behavioral neuroscience.

Junior or senior standing required.

Prerequisite: TR in PSYC 1000 or grade of C (2.0) or higher in PSYC 1000 at LMU.

University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flags: Information Literacy, Oral Skills.

Psychology PSYC 4033 Community Psychology 4 The community psychology course introduces students to the rigorous academic discipline of community psychology, the theoretical approach to community-based interventions and its emphasis on research and action. Students will gain an understanding of the role, functions, and responsibilities of a community psychologist working with and within community organizations. The course stresses student engagement in transformative action, allowing them to integrate practical experience with community psychology research and theory.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Psychology PSYC 4097 Research Assistantship 1 TO 4 This course is for students who are research assistants (RAs) in faculty research. It provides an engaging, in-depth opportunity to learn the ethics, methods, and principles of psychological research. It is designed to flexibly accommodate a student either over several semesters (taking 1-2 semester hours in any combination one semester at a time up to a maximum of 4 semester hours) or in one semester (for the full 4 semester hours). A formal agreement between the student and faculty member shall define the academic expectations and workload and incorporate specific requirements for a writing assignment related to the research on which the student works that will serve as a formal basis for the grade.

Open to Psychology majors and minors only.

Junior or senior standing required.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU.

Consent of a full-time faculty member who agrees to serve as the student's supervisor, mentor, and evaluator required.

University Core fulfilled: Flag: Engaged Learning.

Psychology PSYC 4101 Community-Based Service Learning, Integration, and Psychology 4 This seminar is a continuation of PSYC 4100, Capstone Seminar. Part of a year-long sequence, this course seeks to enliven the three pillars of the LMU Mission by integrating Ignatian spirituality and discernment with the biopsychosocial model in psychology. Students conceive and effect 30 hours of an organized service project and engage in guided reflection and critical analysis. The primary goal of this seminar is to inspire students to integrate academic learning and community-based experiences that are intentionally and deeply interrelated.

Senior Psychology majors only.

Prerequisites: Grade of C (2.0) or higher in each: PSYC 4001, PSYC 4002, and PSYC 4100 (Capstone 1: Psychology, Integration, and Mission).

Consent of instructor required.

University Core fulfilled: Flag: Engaged Learning.

Psychology PSYC 4196 Honors in Psychology 0 TO 4 This is an opportunity for Honors-eligible students to complete a substantive research project to qualify for Departmental Honors.

Senior Psychology majors only.

Prerequisites: TR in PSYC 2002 and PSYC 2003 or grade of C (2.0) or higher in PSYC 2002 and PSYC 2003 at LMU and consent of department chairperson. Also, the student must obtain the written approval of the faculty supervisor the semester prior to starting Honors in Psychology.

SOCIOLOGY

Sociology GEOG 3010 Metropolitan Los Angeles 4 (See URBN 3010.)

Sociology SOCL 1000 Principles of Sociology 4 Development of the perspectives, concepts, and methodologies needed for objective, analytical thinking about human interaction. Relationships explored in terms of the development of the self through interaction, basic types of social organization, collective behavior, types of institutions, and aspects of the total social system such as social change and population phenomena.

University Core fulfilled: Explorations: Understanding Human Behavior; Flag: Quantitative Literacy.

Sociology SOCL 2000 Qualitative Research Methods 4 An introduction to research design and qualitative methodologies in the social sciences, with special emphases placed on conceptualization and operationalization processes and data collection strategies. Qualitative research methods such as interviews, focus groups, content analysis, and ethnography will be covered in the course.

University Core fulfilled: Flag: Information Literacy.

Sociology SOCL 1998 Special Studies 1 TO 4

Sociology SOCL 1999 Independent Studies 1 TO 4

Sociology SOCL 2100 Quantitative Research Methods 4 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.

University Core fulfilled: Foundations: Quantitative Reasoning.

Sociology SOCL 2998 Special Studies 1 TO 4

Sociology SOCL 2999 Independent Studies 1 TO 4

Sociology SOCL 3000 Sociological Theory 4 This course will introduce students to a selection of important classical and contemporary theorists and theoretical perspectives that have contributed to the development of 20th and 21st century sociology.

Sociology SOCL 3200 Deviant Behavior 4 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.

Sociology SOCL 3210 Gender and Society 4 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.

Sociology SOCL 3211 Men and Masculinities 4 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.

University Core fulfilled: Flag: Oral Skills.

Sociology SOCL 3221 Race and Ethnic Relations 4 An examination of the interaction between ethnic and racial minorities and the majority group in the light of current sociological theories of social conflict and social change.

University Core fulfilled: Flag: Oral Skills.

Sociology SOCL 3222 Sociology of the Black Community 4 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.

Sociology SOCL 3231 Social Stratification 4 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.

Sociology SOCL 3300 Urban Sociology 4 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.

Sociology SOCL 3232 Community 4 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.

University Core fulfilled: Flag: Quantitative Literacy.

Sociology SOCL 3310 Demography and Population Analysis 4 An analysis of major international population trends, problems of overpopulation, and population control, with an introduction to the methods and techniques of demographic and ecological analysis.

Sociology SOCL 3100 Metropolitan Los Angeles 4 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.

Sociology SOCL 3110 Sociology of Sport 4 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.

University Core fulfilled: Flag: Writing.

Sociology SOCL 3233 Political Sociology 4 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.

Sociology SOCL 3321 Sociology of Emotions 4 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.

University Core fulfilled: Flag: Writing.

Sociology SOCL 3120 Social Organization 4 The study of large-scale, highly structured groups, such as athletic teams, local school systems, colleges and universities, hospitals, businesses, and governmental agencies.

Sociology SOCL 3320 Social Psychology 4 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.

Sociology SOCL 3130 Sociology of Law 4 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.

Sociology SOCL 3141 Media: The Empire of Illusion 4 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.

Sociology SOCL 3150 Sociology of Health and Illness 4 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.

Sociology SOCL 3140 Sociology of Popular Culture 4 The study of the artifacts of everyday life-- newspapers, films, sports, music and such--as important sources of sociological knowledge.

Sociology SOCL 3160 Sociology of Marriage and Families 4 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.

Sociology SOCL 3240 Sociology of Aging 4 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.

University Core fulfilled: Flag: Engaged Learning.

Sociology SOCL 3351 Sociology of Adolescents 4 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.

Sociology SOCL 3390 Work and Economic Justice 4 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.

Sociology SOCL 3360 Environment and Society 4 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.

Sociology SOCL 3371 Gender and Global Migration 4 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.

University Core fulfilled: Flag: Oral Skills.

Sociology SOCL 3372 Sociology of U.S. Immigration 4 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.

University Core fulfilled: Flags: Oral Skills, Writing.

Sociology SOCL 3998 Special Studies 1 TO 4

Sociology SOCL 3999 Independent Studies 1 TO 4

Sociology SOCL 4100 Criminal Justice 4 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.

University Core fulfilled: Flag: Oral Skills.

Sociology SOCL 4101 Criminal Law 4 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.

Sociology SOCL 4202 Crime and Delinquency 4 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.

Sociology SOCL 3340 Social Movements 4 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.

Sociology SOCL 4110 Religion, Culture, and Society 4 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.

Sociology SOCL 4900 Sociology Seminar 4 Designed as a senior seminar for sociology majors. Stress will be on organization and integration of sociology studies, bringing together in a meaningful way sociological facts, understandings, and knowledge.

Students must have 90 semester hours completed at time of registration.

Senior majors only.

Prerequisites: SOCL 2000 and SOCL 3000.

University Core fulfilled: Flag: Writing.

Sociology SOCL 4998 Special Studies 1 TO 4

Sociology SOCL 4999 Independent Studies 1 TO 4

Sociology SOCL 3370 Sociology of Globalization 4 Examines major approaches to and continuing debates about globalization, including the implications for people in their everyday lives. Topics address economic, political, and cultural dimensions of globalization and may include transnational capitalism and corporations; global inequality; migration and the new global labor market; transnational social movements and global civil society; and globalization and culture, including ethnicity and gender.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Sociology SOCL 4103 Social Psychology and the Law 4 This course will examine the law the legal process through the use of concepts, methods, and research from sociology, psychology, and social psychology. The course will address such topics as: criminal profiling, the analysis of eyewitness identification and line-up procedures, pretrial publicity, the social psychology of criminal trials, expert forensic testimony, criminal sentencing and the death penalty, the insanity defense, social and psychological "syndrome defenses," child abuse victims and witnesses, juvenile offenders, legal restrictions on the practice of psychology/psychiatry, and civil commitment law and procedures.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Sociology SOCL 4500 Internship 4 Students complete a supervised internship in an appropriate agency including social services, law, education, health services, and other relevant fields.

Approval of instructor required.

University Core fulfilled: Flag: Engaged Learning.

Sociology SOCL 3341 Politics, Faith, and Civic Engagement 4 The broad objective of this class is to introduce students to studying religion and its impact in the social world, including politics, social policy, community services, and social movements. We will examine the relationship between religion and society, taking into consideration both how religion is shaped by society and how religion shapes society, with an emphasis on religion in the U.S. Additionally, we will look at emerging religiously based social movement and political action.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Sociology SOCL 3373 Immigration and Los Angeles 4 (See APAM 4350.)

Sociology SOCL 3250 Health and Social Justice 4 This course examines how social, political, and economic conditions shape the distribution of health and disease among different populations in the United States and elsewhere. Using a social justice framework, it explores how social inequalities, prejudice, and discrimination contribute to inequalities in health and disease.

University Core fulfilled: Flag: Engaged Learning.

Sociology SOCL 3350 The Life Course 4 This course explores theories and experiences of the Life Course, a perspective that focuses on developmental trajectories and transitions throughout one's life. Additionally, the course addresses the concepts of social contexts, linked lives, structure, and agency for individuals and groups.

Sociology SOCL 4120 Science, Technology, and Society 4 This course examines science and technology as products of social, political, and historical processes. It challenges students to think critically about how we define science and the impacts of science and technology on social life. Students will be introduced to central ideas in the field of science and technology studies.

Sociology SOCL 3260 Human Trafficking 4 Human trafficking--the trade in people and their parts within and across borders--is a problem that has captured the attention of academics, activists, government officials, and the general public over the last 25 years. This course focuses primarily on

labor and sex trafficking in local, regional, and global contexts. We review and critically assess diverse sociological and social science scholarship on human trafficking with an emphasis on the structural significance of political, economic, and cultural conditions that contribute to trafficking: gender, racial/ethnic and class dynamics, and the development of anti-trafficking efforts.

Sociology SOCL 3290 Social Inequalities 4 This course addresses how power, prestige, and wealth is distributed in society and focuses primarily on the U.S., but also uses global examples. The course examines theories that explain the causes of social inequality and addresses the consequences of social inequality, how it affects a person's life chances, and how and why it persists. Special attention will be paid to race/ethnicity, gender, and class in the different topics covered.

Sociology SOCL 3170 Women's Bodies, Health, & Sexuality 4 The body has been imagined as the basis for personal identity, a source of knowledge, a source of power, an object targeted by power, the mind's subordinate, the flesh to the spirit, a discourse, and a relation. In this course, we examine the multiple modes by which the body has been understood and imagined. We will read empiricist accounts of the body from medical and scientific sources alongside critiques from queer, feminist, disability, and critical race studies. In addition, we will explore the political implications of how the body is theorized. The course will culminate in an assignment that applies principals of universal design to a broad understanding of access mindful of how bodies are racialized, marked by health, illness, or queerness, and how these constructions advance or prohibit inclusion.

Sociology SOCL 3223 Race in Latin America 4 The colonial encounter of Europeans, indigenous, and African populations has led to a complex system of racial stratification across Latin American societies. This course offers an in-depth understanding of how nationalist ideologies and discourses of race and mestizaje have shaped, and been shaped by, the historical and contemporary experiences of Blacks and Indigenous groups in Latin America. Readings draw on the work of historians, anthropologists, sociologists, and political scientists and provide a substantive grasp of the following topics, including: nation building and racial formation, racial representations in film, art and music, skin color and class stratification, racialized gender, migration and social inequality, how race and ethnicity are used as a basis for political mobilization, and resistance. Throughout this class, we will critique and deconstruct our assumptions about racial categories in Latin America and assess these in comparison to the United States. This course also makes use of documentary film, small group discussions, and group presentations.

Sociology SOCL 3152 Women's Bodies, Health, and Sexuality 4 The body has been imagined as the basis for personal identity, a source of knowledge, a source of power, an object targeted by power, the mind's subordinate, the flesh to the spirit, a discourse, and a relation. In this course, we examine the multiple modes by which the body has been understood and imagined. We will read empiricist accounts of the body from medical and scientific sources alongside critiques from queer, feminist, disability, and critical race studies. In addition, we will explore the political implications of how the body is theorized. The course will culminate in an assignment that applies principals of universal design to a broad understanding of access mindful of how bodies are racialized, marked by health, illness, or queerness, and how these constructions advance or prohibit inclusion.

Sociology SOCL 3270 Poverty and Place 4 This course will guide participants in an examination of the multi-faceted aspects of poverty, including geographic landscapes, primary catalysts, and both commonly accepted and alternative means of measurement through the lenses of race, space, place, and scale. Additionally, it will expose us to and guide us through several historical and contemporary

debates, as well as discussions regarding relevant social policies and resulting societal impacts. Finally, we will also address myths, stereotypes, and widely held perceptions of the poor.

Sociology SOCL 3240 Sociology of Aging 4 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.

University Core fulfilled: Flag: Engaged Learning.

Sociology SOCL 3260 Human Trafficking 4 Human trafficking--the trade in people and their parts within and across borders--is a problem that has captured the attention of academics, activists, government officials, and the general public over the last 25 years. This course focuses primarily on labor and sex trafficking in local, regional, and global contexts. We review and critically assess diverse sociological and social science scholarship on human trafficking with an emphasis on the structural significance of political, economic, and cultural conditions that contribute to trafficking: gender, racial/ethnic and class dynamics, and the development of anti-trafficking efforts.

Sociology SOCL 3290 Social Inequalities 4 This course addresses how power, prestige, and wealth is distributed in society and focuses primarily on the U.S., but also uses global examples. The course examines theories that explain the causes of social inequality and addresses the consequences of social inequality, how it affects a person's life chances, and how and why it persists. Special attention will be paid to race/ethnicity, gender, and class in the different topics covered.

THEOLOGICAL STUDIES

Theological Studies THST 1000 Hebrew Bible/Old Testament: Theology, History, Interpretation 4 The Hebrew Bible/Old Testament introduces the foundational stories and traditions for Judaism, Christianity, and arguably, also Islam. This course is a predominantly history based survey and introduction to the literature of the Old Testament/Hebrew Bible (in English) where students will encounter not only memorable stories, but provocative prophets, beautiful poetry, stirring stories, and ancient wisdom.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1010 New Testament Contexts 4 This course introduces students to the New Testament writings in their historical, literary, social/political, and religious contexts. Students will learn various methodological approaches to the study of the New Testament, as well as consider the history of interpretation and the role of modern social-location in the interpretive process.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1030 Exploring the Catholic Theological Tradition 4 This course will introduce the structure, teachings, and practices of the Catholic tradition, including key historical, theological, and practical contours in dialogue with contemporary questions.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1060 God and the Good: An Introduction to Christian Ethics 4 This course provides a broad survey of foundational texts and ideas that have contributed--and continue to contribute--to the vast, diverse, and living body of moral thinking that constitutes "Christian Ethics."

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1020 American Catholicism 4 This course is an examination of Catholics' search for transcendent meaning throughout the history of the United States. It examines the way Catholicism has formed in a historically Protestant land from its diverse colonial origins (Spanish, French, and English) through successive waves of immigration to today's multicultural context.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1500 World Religions of Los Angeles 4 This course is an introduction to the academic study of religion and of world religions, and to the religious traditions of Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam, and other current religious trends. Special emphasis is placed upon how these religious traditions have emerged within the context of Los Angeles, how they have changed, grown, and adapted to their new surroundings.

University Core fulfilled: Foundations: Studies in American Diversity.

Theological Studies THST 1998 Special Studies 1 TO 4

Theological Studies THST 1999 Independent Studies 1 TO 4

Theological Studies THST 3200 Prophecy and Bible in New Zealand 4 New Zealand is not only one of the most beautiful countries in the world--but one of the most fascinating. In this course, students will be introduced to the Prophets of the Old Testament but then explore how the Maori (the indigenous people of New Zealand) uniquely engaged the Prophetic tradition of the Bible as they embraced Christianity. Maori Prophets arose in the 19th Century, modeled heavily on the Biblical Prophets, and these Prophets led fascinating and inspiring movements that continue to inspire the Maori (and those of us who learn about them) to this day. Summer Only--New Zealand Study Abroad course.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3210 Apostle Paul: Then and Now 4 An examination of the life and letters of Paul, with attention to the social, historical, literary, and theological contexts in which he lived and worked. The course also addresses contemporary issues in the interpretation of Paul's letters.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3211 Jesus in Gospel and Film 4 An exploration of various portraits of Jesus in the Gospels, the identity of the historical Jesus, and contemporary interpretations of Jesus in various films.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3020 Late Antique and Medieval Western Christianity 4 This course provides an introduction to aspects of Christian thought and practice from the first centuries through the late Middle Ages. We study the emergence of Christianity in the Roman empire, the rise of Christianity in late antiquity as well as early- and late-medieval expressions of Western Christianity.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Theological Studies THST 3021 The History of Christianity from the Middle Ages to the Present 4 This course traces central themes and developments within Christian thought and practice from the Middle Ages to the present. With a special emphasis on Western Christianity, the course examines major themes, which may include: church and empire; power and authority; monasticism; asceticism, and the concept of sanctity; the development of Christian theologies and tensions between heresy and orthodoxy; religious order; mysticism; reform and reformation; councils; feminist and liberation theologies.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Theological Studies THST 3221 Greek Orthodox Tradition 4 This course approaches the study of the Greek Orthodox Church, also known as the Orthodox Church or Byzantine Christianity, from the theological, historical, cultural, and artistic perspectives. Students will study the Greek Orthodox Tradition in the context of the history of Roman, Byzantine and Ottoman Empires and the political and cultural changes in those years.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3022 Women in Christian History 4 This course examines the changing roles and perceptions of women in Christian history from its incipience to the 21st century. It highlights the impact of women's voices on the development of Christian thought and practice. This course puts into dialogue historical sources about and by women with contemporary readings and critiques.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Theological Studies THST 3222 European Christianity: Schism, Reform, and Ecumenical Dialogue 4 This course focuses on the theological, historical, cultural, and political factors that have shaped the European Christian communities. The course addresses theological questions in light of divergent perspectives about the authority and interpretation of Scripture, the authority of tradition and the Church, the meaning of individual and communal religious experience, and the prospects for ecumenical dialogue.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3239 Christian Holiness: Being Human, Becoming God 4 This class will study Christian notions of sanctity in the Catholic, Orthodox, and Protestant traditions. The concept of "the communion of saints" will be explored both in formal academic theological reflection but also by means of reference to the genres of hagiography and to the writings of canonized saints and other exemplary figures.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3240 Water, Word, and Wine 4 This course will explore how Christian sacraments reveal what Christians believe and how they understand and relate to God by closely examining select ritual practices. We will explore rituals such as Baptism and Eucharist, and attempt to articulate their meaning by defining symbols such as water, food, oil, and the role of the body in worship. We will consider how ritual participation reveals a Christian's relationship with God and the human community, and how worship shapes daily Christian life and identity.

University Core fulfilled: Integrations: Faith and Reason; Flags: Engaged Learning, Writing.

Theological Studies THST 3740 The Lord's Supper: Historical, Theological, and Ethical Perspectives 4 This course will critically engage the historical, theological, and ethical dimensions of the Eucharist. The historical overview and ensuing theological exploration will focus on particular Eucharistic issues that have implications for virtue and justice, power and privilege, and cultural conditions.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Theological Studies THST 3231 Catholicism after Vatican II 4 The course will study Catholicism in terms of the Council documents, at the same time looking at contemporary Catholicism, including young adult Catholics, the Catholic sacramental imagination, and the current questions over liturgy, sexuality, evangelization, and contemporary divisions in the Church.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3232 U.S. Latinx Theology 4 Rooted in the experiences of contemporary Latinx communities living in the United States, this course explores the unique contributions and challenges presented by the embodiment of Christian theology with a Latinx flavor.

University Core fulfilled: Integrations: Faith and Reason; Flag: Engaged Learning.

Theological Studies THST 3250 Psychology, Spirituality, Transformation 4 This course will explore two related questions: 1) What constitutes optimal human growth and development from the perspectives of both psychology and Christian spirituality? and 2) What constitutes a holistic Christian spirituality that integrates wholeness and holiness?

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3252 Orthodox Christian Spirituality 4 This course will introduce students to the rich spiritual tradition of Eastern Orthodox Christianity. Students will examine principles of spiritual development and various dimensions of spirituality from the time of the desert fathers and ancient monastic traditions to the present.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3236 God and the Human Experience 4 This course examines the modes of discourse, levels of reflection, and diverse experiences of individuals and communities in the search for God.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3561 Christian Marriage and Sexuality 4 This course explores theological perspectives on love, marriage, sexuality, and family. It constructively engages issues such as artificial birth control, divorce, cohabitation, same-sex marriage, and IVF and places diverse theological positions in conversation with other disciplines and contemporary contexts.

University Core fulfilled: Integrations: Ethics and Justice; Flag: Writing.

Theological Studies THST 3100 Judaism: Religion, History, Culture 4 This course will explore central aspects of Judaism from ancient to modern times (up to the beginning of the 20th century). It will focus on select texts and works of art, which mark significant moments in Jewish thought and practice. By examining Jewish text and art, students will learn how Judaism developed through negotiations with the traditions of the past as well as with the changing conditions of the present.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Theological Studies THST 3283 Hinduism, Jainism, Yoga 4 This course will examine key ideas from the Vedas and Upanisads, the ethics of Jainism, and the spiritual practices of Yoga.

University Core fulfilled: Integrations: Faith and Reason; Flags: Engaged Learning, Writing.

Theological Studies THST 3282 Buddhism 4 This course will investigate the historical origins and theological developments of Theravada, Mahayana, and Vajrayana Buddhism, and also explore Buddhism in America.

University Core fulfilled: Integrations: Faith and Reason; Flags: Engaged Learning, Writing.

Theological Studies THST 3281 Islam in America 4 This course provides an introduction to Islam and a detailed understanding of Islam in the American context. It examines the history of American Islam that goes back to the transatlantic slave trade and discusses how American Muslims have helped in the construction of what it means to be "American."

University Core fulfilled: Integrations: Faith and Reason; Flags: Oral Skills, Writing.

Theological Studies THST 3780 World Religions and Ecology 4 This interdisciplinary service learning course will explore how religious ideas and practices can respond to the contemporary environmental crisis.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Theological Studies THST 3285 Women and Religion 4 This course utilizes feminist theory and theology to analyze the religions of the world as they affect and are affected by women. Students connect major religious beliefs and practices to the oppression and liberation of women, employ feminist theory to analyze those beliefs and practices, and appreciate the roles that women play in shaping and re-shaping their religious traditions.

University Core fulfilled: Integrations: Faith and Reason; Flags: Information Literacy, Oral Skills.

Theological Studies THST 3241 Meeting Christ in Faith and Art 4 This course is an introduction to humanity's quest to understand Jesus Christ's identity and purpose through the discipline of theological aesthetics, which engages the arts and theology together.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3998 Special Studies 1 TO 4

Theological Studies THST 3999 Independent Studies 1 TO 4

Theological Studies THST 4010 Gospel of Mark 4 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.

Theological Studies THST 4011 New Testament Theology 4 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 majors/minors only.

Theological Studies THST 4020 Early Christian Theology 4 A study of the development of Christian theology from the Apostolic Fathers through the period of the Cappadocians to the era of Jerome and Augustine.

THST majors/minors only.

Theological Studies THST 4021 Medieval Religious Thought and Practice 4 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.

Theological Studies THST 4022 Heresy and Mysticism 4 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.

Theological Studies THST 4023 Medieval Theology 4 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 majors/minors only.

Theological Studies THST 4030 Theology and History of Vatican II 4 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 majors/minors only.

Theological Studies THST 4031 Christology 4 An investigation of the Christology of the New Testament, the early councils, and contemporary issues in Christology.

THST majors/minors only.

Theological Studies THST 4032 Rahner 4 A study of the life, context, and theology of Karl Rahner.

THST majors/minors only.

Theological Studies THST 4035 Dante's Divine Comedy 4 An exploration of Dante's vision of hell, purgatory, heaven and humanity in Dante's Divine Comedy through a close reading of the text in translation. We highlight the theological significance of Dante's work and its literary and political aspects.

THST majors/minors only.

Theological Studies THST 4033 Theotokos 4 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.

Theological Studies THST 4041 The Art and Theology of the Icon 4 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.

Theological Studies THST 4040 Eucharistic Theology 4 An in-depth study of the theology of the Eucharist from an ecumenical perspective, highlighting the teaching of the Roman Catholic Church.

THST majors/minors only.

Theological Studies THST 4050 Topics in Christian Spirituality 4 A survey of key persons and movements in the history of Western Christian spirituality.

THST majors/minors only.

Theological Studies THST 4051 Ignatian Spirituality 4 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 majors/minors only.

Theological Studies THST 4034 Theology of Liberation 4 A study of recent Latin American theology as a Christian response to current political, social, and economic injustice in Latin American countries.

THST majors/minors only.

Theological Studies THST 4060 Christian Ethics and Social Responsibility 4 This course critically examines biblical, theological, and ethical texts related to social responsibility in light of contemporary issues.

THST majors/minors only.

Theological Studies THST 4061 Christian Ethics and HIV/AIDS 4 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.

Theological Studies THST 4062 Topics in Theological Ethics 4 An exploration of the history and methods of theological ethics with analysis of contemporary moral issues.

THST majors/minors only.

Theological Studies THST 4070 Ministry to Youth and Young Adults 4 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.

Theological Studies THST 4080 Topics in Comparative Theology 4 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 majors/minors only.

Theological Studies THST 4081 Islam in the Modern World 4 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.

Theological Studies THST 4082 Hindu and Jaina Theology 4 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.

Theological Studies THST 4090 Major Theological and Religious Thinker 4 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.

THST majors/minors only.

Theological Studies THST 4091 Major Theological and Religious Theme 4 The course stresses the integration of the various dimensions and methods of Theological Studies.

Senior standing required.

THST majors and minors only.

Theological Studies THST 4998 Special Studies 1 TO 4

Theological Studies THST 4999 Independent Studies 1 TO 4

Theological Studies THST 6010 Foundations of New Testament Theology 3 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.

Theological Studies THST 6000 Foundations of Old Testament Theology 3 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.

Theological Studies THST 6011 Gospel of Matthew 3 This course examines the historical, literary, and theological contexts of the Gospel of Matthew, in conversation with modern theological issues and method.

Theological Studies THST 6012 Gospel of Mark 3 This course examines the historical, literary, and theological contexts of the Gospel of Mark, in conversation with modern theological issues and method.

Theological Studies THST 6013 Luke-Acts 3 This course examines the historical, literary, and theological contexts of Luke-Acts, in conversation with modern theological issues and method.

Theological Studies THST 6015 Topics in the Gospels 3 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.

Theological Studies THST 6014 Gospel of John 3 This course examines the historical, literary, and theological contexts of the Gospel of John, in conversation with modern theological issues and method.

Theological Studies THST 6016 Paul the Apostle 3 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.

Theological Studies THST 6083 Hinduism, Vedanta, and Yoga 3 This course investigates primary sources, including the Rig Veda , the Upanisads, the Bhagavad Gita , and the Yoga Sutra .

Theological Studies THST 6084 Buddhism 3 This course studies primary texts and history of Buddhism, with emphasis on theological praxis.

Theological Studies THST 6085 Classics of Chinese Philosophy 3 (See PHIL 6565.)

Theological Studies THST 6086 Readings in Religious Literature 3 This course entails the reading of primary texts in the original language.

May be repeated twice for degree credit.

Theological Studies THST 6020 Foundations of Historical Theology 3 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.

Theological Studies THST 6021 Early Christian Theology 3 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.

Theological Studies THST 6022 History of Christian Spirituality 3 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.

Theological Studies THST 6023 Medieval Theology 3 An introductory survey beginning with Bede's retrieval and transformation of the patristic legacy and ending with the dissolution of the scholastic tradition.

Theological Studies THST 6030 Introduction to Systematic Theology 3 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.

Theological Studies THST 6031 Christology 3 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.

Theological Studies THST 6050 Issues in Christian Spirituality 3 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.

Theological Studies THST 6032 Issues in the Contemporary Church 3 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.

Theological Studies THST 6034 U.S. Latino/a Theology 3 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.

Theological Studies THST 6033 Feminist Theology 3 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.

Theological Studies THST 6040 Liturgical Theology: History and Interpretation 3 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.

Theological Studies THST 6041 The Rites 3 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.

Theological Studies THST 6042 Sacraments and Sacramentality 3 An in-depth study of the theology of Christian sacraments and the symbolization of divine grace.

Theological Studies THST 6060 Foundations of Theological Ethics 3 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.

Theological Studies THST 6061 Catholic Social Teachings 3 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.

Theological Studies THST 6062 Issues in Moral Theology Today 3 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.

Theological Studies THST 6063 Issues in Bioethics 3 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.

Theological Studies THST 6070 Foundations of Pastoral Theology 3 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.

Theological Studies THST 6071 Pastoral Approaches to Religious Education 3 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.

Theological Studies THST 6072 Skills for Pastoral Ministry 3 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.

Theological Studies THST 6043 Faith and Culture 3 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.

Theological Studies THST 6073 Theory and Practice of Pastoral Leadership 3 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.

Theological Studies THST 6074 Spiritual Formation for Pastoral Ministry 3 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.

Theological Studies THST 6075 Pastoral Liturgy 3 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.

Theological Studies THST 6076 The Theology of the Parish 3 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.

Theological Studies THST 6077 Special Topics in Pastoral Theology 3

Theological Studies THST 6080 Comparative Theology 3 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.

Theological Studies THST 6081 Comparative Religious Ethics 3 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.

Theological Studies THST 6082 Comparative Mysticism 3 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.

Theological Studies THST 6051 The Theory and Practice of Spiritual Direction 3 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.

Theological Studies THST 6052 Ignatian Spirituality and Discernment 3 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.

Theological Studies THST 6053 Psychological Foundations of Spiritual Direction 3 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.

Theological Studies THST 6054 Practicum and Supervision in Spiritual Direction 3 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.

Theological Studies THST 6091 Pastoral Synthesis Seminar 3 Through this seminar, students complete their capstone project for the M.A. in Pastoral Theology. The pastoral synthesis project is a 30-40 page paper where the student reflects systematically and comprehensively upon a pastoral challenge or

dilemma, analyzing the historical, social, and cultural context that provokes said dilemma, and demonstrating their comprehensive knowledge of the theoretical foundations that undergird a Christian response.

Theological Studies THST 6090 Graduate Pro-Seminar 3 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).

Theological Studies THST 6092 Comprehensive Exam Seminar 3

Theological Studies THST 6093 Research and Writing Seminar 3 This seminar prepares and assists students in the writing of a M.A. thesis as a capstone project for the M.A. (Theology).

Theological Studies THST 6998 Special Studies 1 TO 3

Theological Studies THST 6999 Independent Studies 1 TO 3

Theological Studies THST 1011 The Meaning of God: Biblical Reflections in Modern Perspective 4 Drawing on prominent biblical themes (creation, covenant, human sin, redemption, exile and return, prophetic witness, the Spirit/Wisdom of God, the mystery of a crucified messiah, etc.), this course traces the twists and turns of the biblical narratives as the basis for theological reflection on human existence in relation to the divine.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1012 Moses, Marx, Messiah 4 Reading Jesus through Moses plants the seeds of Jesus as Revolutionary Teacher in human history. Once we establish a Biblical social Radicalism in a reading of Moses and Jesus as Messiah, this course goes on to examine examples in Christian history of revolutionary Christian movements for change that were deeply rooted in Biblical ethics. Some of these movements came into dialogue with Marxism in the 20th Century, creating significant examples of dialogue such as Liberation Theology and European Christian-Marxist dialogue. What will revolutionary Christian movements look like in the 21st Century?

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1031 Eastern Orthodox Theology 4 This course introduces students to the primary theological teachings of the Eastern Orthodox Church. The course explores theology through written sources and the lived tradition of Orthodox communities and treats topics such as life and death, sin, religious identity, the meaning of community, saints, Mary, iconography and music, postmodernity, and growing close to God.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1040 Christian Liturgy, Prayer, Sacrament 4 This course explores how Christian liturgy, prayer, and sacraments reveal what Christians believe and how they understand and relate to God by closely examining select ritual practices. The course will provide an overview of liturgy, personal and communal prayer, and sacramental celebrations.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1050 In Search of a Way: Spirituality, Faith, and Culture 4 This course will introduce students to the meaning and significance of spiritual practice in its distinctively Christian expressions and expressions associated with other traditions. The focus of the course is on "lived religion"--the embodied, eclectic and often improvisational character of spiritual experience, both collective and individual. It also seeks to understand the critical role of practice in shaping spiritual meaning and identity.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1080 Comparative Theology 4 This course takes a comparative approach to theological inquiry, examining fundamental religious questions in relation to two or three religious traditions (one of them being Christianity). The course emphasizes comparative analysis of primary religious sources and focuses on how diverse religious approaches to questions of ultimate concern might be mutually illuminative. The course also includes interactive encounters with practitioners of the religious under consideration.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 1502 Christianity and Native America 4 Christianity has been at the root of incredible suffering of indigenous peoples in the Americas, but it is also the source of great inspiration and resistance to oppression for many Native Christians as well. In this course, which involves an actual train journey from Los Angeles to Albuquerque and back (making important stops along the way), we will explore the centuries of Christian contact with Native peoples--the bad and the good. Two weeks of class on campus, and then a one-week train journey (no extra charges--costs of train trip included in tuition). Summer only.

University Core fulfilled: Foundations: Studies in American Diversity.

Theological Studies THST 1501 Queering Race, Religion, and Ethnicity 4 This course will explore the intersections of race, religion, and ethnicity from perspectives evolving from the field of Queer Theory and grounded in the experiences of LGBT persons/communities. The course examines historical, political, social, and religious dimensions associated with the emergence of LGBT realities.

University Core fulfilled: Foundations: Studies in American Diversity.

Theological Studies THST 3220 Eastern Christian Traditions 4 This course surveys Eastern Christian theological traditions by studying the history, theology, and practices of Oriental Orthodoxy, the Eastern Orthodox Church, and Eastern Catholic churches. Topics of more intense study will include the emergence of monasticism and its contribution to spirituality, Eastern liturgical and iconographic practices, surveys of ancient and contemporary hagiography, the Eastern views on Christology, the Church (ecclesiology), and the laity (marriage and moral theology), the ecumenical relationships among the Eastern churches, and between Eastern churches and the Roman Catholic Church.

University Core fulfilled: Integrations: Faith and Reason; Flags: Engaged Learning, Writing.

Theological Studies THST 3223 Mystics and Heretics 4 This course explores the construction of otherness as it is related to divergent visions of authentic imitation of Christ and experiences of the presence of God. Spanning from late antiquity to the present, the course studies, among others, Augustine, Francis and Clare of Assisi, the Waldensians, the Humiliati, Meister Eckhart, Julian of Norwich, Thomas Merton, Leonardo Boff, Dorothy Day and the Catholic Worker movement, and the IHM sisters.

University Core fulfilled: Integrations: Faith and Reason; Flags: Engaged Learning, Writing.

Theological Studies THST 3230 Jesus, Kingdom, Church 4 The course will focus on Christology from two perspectives, the Jesus of history, recovered through critical, historical investigation, and the Christ of faith as the person and work of Jesus is understood in light of Christian faith. The contemporary optic considers salvation, mission, and Church.

University Core fulfilled: Integrations: Faith and Reason; Flag: Information Literacy.

Theological Studies THST 3233 Merton and Day 4 A seminar on two outstanding twentieth century Catholics, both converts: Trappist monk Merton popularized an engaged contemplation, Dorothy Day co-founded the Catholic Worker Movement and is responsible for the development of modern Catholic social radicalism.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3234 The Last Things 4 This course engages a variety of perspectives on "The Last Things" or, Eschatology. Readings engage biblical, global, feminist, philosophical, and cultural issues in eschatology. In particular, we will examine why the 20th century has been called "the century of eschatology."

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3235 Atheism 4 Theology, as it relates to modern atheism, asks the following central questions: Is atheism a negative and nihilistic belief? Is it characterized by a rejection of values? Is it a thorough rejection of religion? Is atheism solely a modern phenomenon of a scientific mindset? What is its case against theism? Can a moral case be made for atheism? What kind of philosophical arguments does atheism employ? Is it only present in Christian contexts? What are some Christian responses to atheism?

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3237 Sex and the City of God 4 This course examines discourse on body and sexuality in different religious traditions with a special emphasis on Christianity. Employing a variety of theological methods, the course probes gender theories, theologies of the body, and perspectives on sexuality in pertinent primary and secondary sources.

University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Theological Studies THST 3238 Theology and Science 4 This course engages the meaning, methods, and implications of sustained dialogue between theology and science. Exploring the development of

the scientific method and its challenges for traditional theological discourse and religious symbols, the course compares and contrasts four views of science and religion: Conflict; Independence; Dialogue; Integration.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3242 Faith and the Management Profession 4 This course immerses students into a critical theological reflection on the business profession as a vocation serving the global and local communities. The tripartite structure consists of studying the theology of the priesthood of the people, examining Catholic magisterial teaching on faith and business, and reflecting on how the Christian vocation of management applies to daily work dynamics.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3251 Practice of Everyday Life 4 A critical examination of ordinary practices of everyday life as a source for spiritual knowledge and social-political transformation.

University Core fulfilled: Integrations: Faith and Reason; Flag: Engaged Learning.

Theological Studies THST 3260 Thinking Well, Doing Right 4 This course will examine how different theories of knowledge influence and determine what constitutes and motivates "right action." The course will seek to go beyond current competing ideas of justice (e.g., the primacy of equality vs. the primacy of freedom) to identify and analyze the epistemological presuppositions underlying those conceptions.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3261 Voluntary and Involuntary Poverty 4 This course will explore the phenomenon of "being poor" in different religious and non-religious contexts with the goal of understanding how poverty can both undermine and advance the human good. The course will examine what human good(s) poverty violates and what justifies those goods as "goods," especially in light of the claim--present in many religious traditions, and, especially, the Catholic monastic tradition--that poverty, properly understood, can constitute a good itself.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3751 Sacred Place 4 An examination of the significance of place and place-making in the development of personal, cultural, and spiritual identity.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Theological Studies THST 3270 Local Faith Communities in U.S. Society 4 This course, which includes a writing flag, critically examines the role of local faith communities in the United States through a combination of social scientific study and theological reflection. The course will emphasize Roman Catholic parishes but will also look at mainline Protestant, Evangelical, and Pentecostal communities with some comparison to Jewish and Muslim congregations as well.

University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Theological Studies THST 3271 Ministry and Pastoral Leadership 4 This course--which includes both an oral presentation and engaged learning flag--invites students into the examination and the practice of Christian (especially Roman Catholic) pastoral ministry and leadership, including exploration of the relationship between ministry and personal transformation, human suffering, the secularization of society, social justice, and intercultural and interreligious relationships. All students will be required to engage in 24 hours of service in a faith community of their choice throughout the semester.

University Core fulfilled: Integrations: Faith and Reason; Flags: Engaged Learning, Oral Skills.

Theological Studies THST 3280 Pop Hinduism 4 This course brings together critical theory and Hindu theology in order to examine the representation of Hinduism in American popular culture and assess how American popular culture has portrayed Hinduism in creative and sometimes problematic ways. Students analyze the relationship between theology and culture, employ the academic disciplines of theology and popular culture studies, examine the diverse theological traditions of Hinduism, evaluate popular representations of Hinduism, and appreciate the extent to which Hinduism has become a part of American popular culture.

University Core fulfilled: Integrations: Faith and Reason; Flags: Information Literacy, Writing.

Theological Studies THST 3284 Sikhism 4 This course will investigate the emergence of Sikhism, the fifth largest religion of the world, through a study of its ten gurus and its key theological tenets.

University Core fulfilled: Integrations: Faith and Reason; Flags: Engaged Learning, Writing.

Theological Studies THST 3286 Religion and (Non) Violence 4 This course draws on theology and peace and conflict studies in order to understand the relationship between religion and violence. Students examine theories of religious violence, analyze how religions have understood and enacted either violence or nonviolence, and assess the role of religion in peacebuilding.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3560 Punishment and Mercy 4 Engaging theological, philosophical, and legal thinkers, this course will explore the many theoretical and practical difficulties which arise in attempting to reconcile an effective and just system of social punishment with the virtue of mercy.

University Core fulfilled: Integrations: Ethics and Justice; Flags: Information Literacy, Oral Skills.

Theological Studies THST 3750 Into the Desert 4 An exploration of the desert as a root metaphor for deep spiritual experience and place of social, political struggle.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

Theological Studies THST 3741 Religion and Film 4 This course is as much about the use of film to study religion as it is about the use of religion to study film. In other words, we will use different films to facilitate discussion about various dimensions of and issues in religion, and we will use images, metaphors, and teachings found in religion to discuss the layers and elements portrayed on screen.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Theological Studies THST 3562 God and the Political Order 4 This course examines the relationship between beliefs about the nature of God and the human good and the justifications for, and character of, different kinds of political orders.

University Core fulfilled: Integrations: Ethics and Justice; Flag: Writing.

Theological Studies THST 3563 Love and Justice 4 This course explores central themes, thinkers, methodologies, and topics in Christian ethics principally around the themes of justice and love. The course engages in a critical analysis of love and justice with respect to theories about justice and basic goods and with respect to case studies such as bioethics, sexual ethics, ethics and politics, war and peace, and ethics, race, and culture.

University Core fulfilled: Integrations: Ethics and Justice; Flag: Writing.

Theological Studies THST 3752 Contemplatives in Action: Psychology, Spirituality, and Liberation 4 An exploration of how contemplative practice can deepen and give meaning to ordinary human existence.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Theological Studies THST 3781 Death and Dying in the World's Religions 4 This course is a cross-cultural look at death and dying in several different religious traditions (Hinduism, Buddhism, Judaism, Christianity, Islam, and Primal [Native] traditions). We will also examine common themes in these different traditions, and how they help us to understand the lives and deaths of women, children, and men.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Theological Studies THST 3782 The Architecture of Politics and Religion: Theories of Civic and Sacred Space 4 This course examines architecture as an important factor in the formation of social and political order. It explores the rich interface between the built environment and its civic and religious orders from an interdisciplinary perspective, engaging with theories of politics, religion, and architecture.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Theological Studies THST 2998 Special Studies 1 TO 4

Theological Studies THST 2999 Independent Studies 1 TO 4

Theological Studies THST 6087 Jainism 3 This course studies primary texts and history of Jainism, with emphasis on theological praxis.

Theological Studies THST 6078 Supervised Pastoral Field Education 3 This course offers foundational concepts and skills required for effectiveness in ministry that is contextual, collaborative, intercultural, and faithful to Christian tradition. In a dialogical classroom context that models collaborative ministry, THST 6078 seeks to engage students in theological reflection and ministry skill development. It helps students reflect on required supervised field education experiences either at their full-time ministry or in some other approved ministry environment. It aims to enable students to weave together theological, ministerial, and educational insights and understandings.

Theological Studies THST 6088 Judaism 3 This course explores Judaism from ancient through modern times. It examines central ideas, practices, thinkers, texts, places, and events in Jewish history, with special attention to the relationships between Judaism and other religions.

Theological Studies THST 3287 Sacred, Sinister, Strange 4 This course examines the ways in which religious traditions and speculative sources reflect on the mysteries of self, other, evil, and the divine through stories of terrifying creatures, otherworldly visitors, tricksters, and bloodthirsty deities. The class interrelated theology, philosophy, and critical theory in order to assess the significance of the monstrous and alien.

University Core fulfilled: Integrations: Faith and Reason; Flags: Information Literacy, Oral Skills.

Theological Studies THST 3224 Heretics, Monsters, and Poets 4 This course examines the constructions of otherness and estrangement in theological and literary texts spanning from antiquity to the present. The course aims to shed light on the persistent redefinitions of and tensions regarding orthodoxy, heresy, and otherness in the Christian traditions.

University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Theological Studies THST 3243 African American Religious Traditions 4 This course follows the struggles and triumphs of African Americans through various theological developments and contributions of selected African American religious leaders and intellectuals. We will explore the ways in which religious thought, practices, and experiences become critical modes of resistance and liberation when confronting oppressive cultural, economic, and socio-political structures.

University Core fulfilled: Integrations: Interdisciplinary Connections.

Theological Studies THST 3212 Theology after Crisis 4 This course engages significant questions surrounding crisis and tragedy in the modern world. This course surveys how trauma at the international, communal, and personal levels of experiences are explained through the lens of faith in biblical traditions.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3262 Visioning the Troubles: Catholics and Protestants in Northern Ireland 4 This course is designed to introduce students to that moment in history known as the Troubles of Northern Ireland (ca. 1968-1998) through the lens of art, film, propaganda pamphlets, and scholarly production. Students will be challenged to consider the relationship between faith traditions versus cultural and national identity in Northern Ireland (and as by-product, the world in which they exist).

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 3564 Ethics and Justice in Dante's Inferno 4 This is a semester-long, close reading of the Inferno, the first part of Dante's three-part Divine Comedy. We examine Dante's understanding of divine justice as manifested in hell's punishments and its structure. We focus especially on Dante's understanding of justice as moral virtue and culled from the Inferno his theoretical framework of ethical analysis.

University Core fulfilled: Integrations: Ethics and Justice.

Theological Studies THST 3023 Medieval Religious Thought and Practice 4 This course is 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.

University Core fulfilled: Integrations: Faith and Reason.

Theological Studies THST 1032 Augustine's Confessions 4 This course is a close, semester-long reading of Augustine's Confessions. We consider the meaning of Augustine's spirituality as well as the relationship between his broader experience and the development of his theological thought. We will situate our study within the context of the cultural and religious attitudes, thought, and practice of the late antique Mediterranean world in which Augustine lived.

University Core fulfilled: Foundations: Theological Inquiry.

Theological Studies THST 3225 The Truth Is Out There: Tales from the Margins of Religion 4 This course explores North American thinkers, ideas, and phenomena on the cultural margins from the 1950s until our historical moment. In doing so, this course hopes to demonstrate that although the phenomena of study may be located on the margins of the meta-narrative (frequently viewed as epiphenomena), they still wrestle with similar essential religious and existential questions as the "center" does, such as "Who am I?," "Who am I in relationship to God, fellow human beings, and the rest of creation?," "What is authentic love?," "How do I live life to the fullest?," "How do I experience a Reality greater than myself?," "Is there more to life than what I perceive?," "Is there anything beyond death," "How am I saved?" etc. The course, adopting an interdisciplinary and intersectional methodology, will cover a broad variety of issues, such as anthropology, gender and sex, exile, death, feminism, eco-theology, mysticism, witchcraft and Wicca, universalism, the psychedelic "movement" (e.g., Aldous Huxley and Timothy Leary), apocalyptic ideas and movements (e.g., the Left Behind Series), and so-called Christian fringe movement (e.g., Heaven's Gate, Branch Davidians, Quiverfull). By highlighting these essential religious and existential questions, the course traces the continuities and discontinuities between the putative margins and center of Christianity in terms of questions and concerns.

University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Theological Studies THST 3226 Migration and the Border: Social Context and Theory 4 In this course, students study migration and the border, coming to terms with the empirical reality of contemporary immigration while constructing their own theological response. The course begins with an

examination of the social science of migration, with special emphasis on sociological study of migration and immigrant adaptation. Students then critically examine biblical and other historical texts that treat migration and movement, followed by a deep engagement with Christian theologies of migration, with a comparison to Jewish and Muslim approaches to migration. The course includes a visit to the U.S.-Mexico border, observing and discussing the institutions of border control and the stories of immigrants and deportees on both sides of the border. For those unable to go, equivalent engaged learning experiences will be available. University Core fulfilled: Integrations: Faith and Reason; Flag: Engaged Learning.

Theological Studies THST 6035 Care for the Common Home: Theology and Ecology 3 In the summer of 2015, Pope Francis addressed an encyclical document to the world titled *Laudato Si: On Care for our Common Home*. This extraordinary document, the fruit of lengthy consultations with climatologists, economists, scientists and theologians from the world's major religions begins by expressing praise, which is the result of human gratitude when encountering wonder. A substantial document, *Laudato Si* uses the language of beauty and wonderment almost 60 times, pointing to its best interpretive tool, a theological cosmology based on beauty and kinship. In this course we explore the encyclical through the methodology of theological aesthetics to enable us to bring close the scope and power of the theological cosmology inherent in the encyclical's proclamation.

Theological Studies THST 6064 Introduction to Bioethics 3 Bioethics represents a complex intellectual phenomenon in the canon of newly emerging disciplines. Although an established academic field, it still struggles to find a formal and coherent methodology for the analysis of ethical problems triggered by advances in medicine and the life sciences. The course introduces students to the historical, theoretical, and thematic dimensions of bioethics. More specifically, the course looks at historical contribution of theologians and philosophers to bioethics; it addresses the theoretical challenges of bioethics as an interdisciplinary field, with an emphasis on dominant theories in bioethics; and, finally, it touches upon the main topics of bioethics, including medical experimentation, assisted reproductive technologies, genetics, transplantation, assisted suicide, and euthanasia.

Theological Studies THST 6065 Foundations of Philosophical Ethics 3 This course introduces students to the theories and problems of moral philosophy, comprising both a historical and a systematic component. Main versions of ethics will be studied, including natural law and virtue ethics, deontological and consequentialist theories. Students will understand the function and importance of ethical frameworks for the articulation of bioethical problems.

Theological Studies THST 6066 Bioethics at the Beginning of Life 3 The course looks at bioethical questions that concern the beginnings of life. Topics include the ethics of abortion, maternal fetal conflicts, ethical problems in perinatology and neonatology, as well as the ethical judgment on the entire field of assisted reproductive medicine—from in vitro fertilization, to surrogate motherhood, gamete storage techniques, and pre-implantation genetic diagnosis. There is also a clinical component to this class that offers students with an opportunity for engaged learning. Students will be exposed to decision-making in the clinical setting of obstetrics and neonatology departments at various hospitals.

Theological Studies THST 6067 Bioethics at the End of Life 3 The increasing medicalization of the dying process poses new ethical problems to health care professionals and patients alike. This course looks

at the bioethical problems that concern the end of life. Topics include ethical criteria for withholding and withdrawing treatments, palliative care, proxy decision making for incompetent patients, as well as the controversial questions, newly emerging in both the clinical realm and the law, of assisted suicide and euthanasia. This class will entail a clinical component as well. Students will be exposed to decision-making in the clinical setting of the Intensive Care Unit at various hospitals or in nursing homes.

Theological Studies THST 6079 Migration and the Border: Context, Theology, and Pastoral Approaches 3 Students in theology and pastoral theology study and construct a theological response to immigration and the struggles of contemporary immigrants. Students will begin by studying the context of immigration today and then examine Christian ethics and theologies of migration. The course will culminate with a visit to the U.S.-Mexico border and discuss public theology and pastoral responses.

Theological Studies THST 6089 African American Religious Experience 3 This course will acquaint students with the history of African-American religious practices from before and during slavery to the present. We will discuss the influences on these practices including African culture, the culture of free and enslaved people in colonial and post-revolutionary America including study of the antebellum, emancipation, migration, the Civil Rights Movement and contemporary social issues and development. This course follows the struggles and triumphs of African-Americans through various theological developments and contributions of selected African-American religious leaders and intellectuals. We will explore the ways in which religious thought, practices and experiences become critical modes of resistance and liberation when confronting oppressive cultural, economic and socio-political structures.

Theological Studies THST 6881 African American Religious Experience 3

Theological Studies THST 6664 Bioethics at the End of Life 3 Permission of BIOE Director required.

Crosslisted with BIOE 6300.

Theological Studies THST 6663 Bioethics at the Beginning of Life 3 Permission of BIOE Director required.

Crosslisted with BIOE 6100.

Theological Studies THST 6131 Care of the Common Home: Theology and Ecology 3

Theological Studies THST 6662 Introduction to Bioethics 3 Permission of BIOE Director required.

Crosslisted with BIOE 6000.

Theological Studies THST 6332 Liberation Theologies 3 This course will provide students the opportunity to explore multiple liberation theologies. It will pay special attention to how thinkers within specific contexts center experience through theological discourse, to imagine a different world. Students in this class will be asked to immerse themselves within the multiple worlds/environments (i.e., historical embeddedness and socioeconomics), forms of embodiment (race, gender, sexuality, and ability), schools of thought (marxist, ecological, theistic, non-theistic, etc.), and geopolitical landscapes associated with the varying degrees of constructive liberative discourse. The recurring questions of this course will be: What does it mean to be free? What does it mean to be liberated?

Theological Studies THST 6772 Migration and the Border: Context, Theology, and Pastoral Approaches 3
Prerequisite: THST 6090

Theological Studies THST 6661 Foundations of Philosophical Ethics ` 3 Permission of BIOE Director.

Crosslisted with BIOE 6700

Theological Studies THST 6001 Scripture and the Maori in New Zealand 3
Urban and Environmental Studies EVST 1000 Introduction to Environmental Studies 4 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.

University Core fulfilled: Explorations: Understanding Human Behavior.

URBAN AND ENVIRONMENTAL STUDIES

Urban and Environmental Studies EVST 1998 Special Studies 1 TO 4

Urban and Environmental Studies EVST 1999 Independent Studies 1 TO 4

Urban and Environmental Studies EVST 2998 Special Studies 1 TO 4

Urban and Environmental Studies EVST 3998 Special Studies 1 TO 4

Urban and Environmental Studies EVST 3999 Independent Studies 1 TO 4

Urban and Environmental Studies EVST 4001 Environmental Studies Capstone Seminar 4 A capstone seminar in which student groups will bring to bear the multidisciplinary and interdisciplinary perspectives they have developed in the minor by analyzing a local Environmental Impact Report (EIR) or similar local development issue.

EVST seniors only or by consent of Director.

University Core fulfilled: Flag: Engaged Learning.

Urban and Environmental Studies EVST 4998 Special Studies 1 TO 4

Urban and Environmental Studies EVST 4999 Independent Studies 1 TO 4

Urban and Environmental Studies EVST 1010 Introduction to Geographic Information Systems 4 An introduction to geospatial and environmental research methods with an emphasis on the use of GIS as an essential methodology for the investigation and visualization of spatial data and multivariate environmental issues.

Urban and Environmental Studies EVST 3010 Environmental Policy 4 An examination of national/international public policies relevant to environmental issues. Course topics may include

policies and relations germane to climate change, water rights/access, resource extraction, and biodiversity conservation.

Urban and Environmental Studies EVST 3020 Sustainable Cities 4 An examination of the challenges of and 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.

University Core fulfilled: Flag: Writing.

Urban and Environmental Studies URBN 1000 The Urban World 4 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.

University Core fulfilled: Explorations: Understanding Human Behavior.

Urban and Environmental Studies URBN 1010 Introduction to Geographical Information Systems 4 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.

Urban and Environmental Studies URBN 1998 Special Studies 1 TO 4

Urban and Environmental Studies URBN 1999 Independent Studies 1 TO 4

Urban and Environmental Studies URBN 2998 Special Studies 1 TO 4

Urban and Environmental Studies URBN 2999 Independent Studies 1 TO 4

Urban and Environmental Studies URBN 3045 Urban Planning 4 An introduction to the problems, principles, and practices of contemporary urban planning, especially in California and the United States.

Urban and Environmental Studies URBN 3046 Sustainable Cities 4 An examination of the challenges of and 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.

University Core fulfilled: Flag: Writing.

Urban and Environmental Studies URBN 3047 Community Development 4 An exploration of the meanings and methodologies of community development, especially in contemporary urban America.

Urban and Environmental Studies URBN 3010 Metropolitan Los Angeles 4 An introduction of the social, economic, political, environmental, and spatial characteristics and dynamics of metropolitan Los Angeles in the context of postmodern urbanization in the United States.

Urban and Environmental Studies URBN 3998 Special Studies 1 TO 4

Urban and Environmental Studies URBN 3999 Independent Studies 0 TO 4

Urban and Environmental Studies URBN 4000 Senior Project 4 A supervised internship and directed research on a specific urban topic incorporating appropriate primary and secondary research methodologies and/or participant observation.

Senior standing or approval of the Program Director required.

University Core fulfilled: Flags: Engaged Learning, Writing.

Urban and Environmental Studies URBN 4998 Special Studies 1 TO 4

Urban and Environmental Studies URBN 4999 Independent Studies 1 TO 4

Women's and Gender Studies WGST 1000 Gender and Social Movements 4 An interdisciplinary study of women in society through overview of the major issues, innovations, and debates that have characterized the field of Women's and Gender Studies. Course introduces history of feminist activism and discourse in the U.S.

University Core fulfilled: Foundations: Studies in American Diversity.

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies WGST 1100 Gender, Race, and Sexuality in Contemporary Society 4 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.

University Core fulfilled: Foundations: Studies in American Diversity.

Women's and Gender Studies WGST 1998 Special Studies 1 TO 4

Women's and Gender Studies WGST 1999 Independent Studies 1 TO 4

Women's and Gender Studies WGST 2000 Women in Global Communities 4 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.

University Core fulfilled: Foundations: Studies in American Diversity.

Women's and Gender Studies WGST 2200 Women's Bodies, Health, and Sexuality 4 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.

University Core fulfilled: Explorations: Understanding Human Behavior.

Women's and Gender Studies WGST 2300 Mathematics: Contributions by Women 3 (See MATH 261).

Women's and Gender Studies WGST 2998 Special Studies 1 TO 4

Women's and Gender Studies WGST 2999 Independent Studies 1 TO 4

Women's and Gender Studies WGST 3000 Feminist Theories 4 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.

University Core fulfilled: Flags: Information Literacy, Writing.

Junior or senior standing required.

Women's and Gender Studies WGST 3100 Feminist Research Methods 4 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 Fall semester.

University Core fulfilled: Flags: Engaged Learning, Quantitative Literacy.

Junior or senior standing required.

Women's and Gender Studies WGST 3200 Gender, Race, and Environmental Justice 4 This course explores the relationships between peoples and environments, focusing on the roles and resources, identity, power relations, and geography. The course explores 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.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Engaged Learning, Writing.

Women's and Gender Studies WGST 3307 Gender Communication 4 (See CMST 3110.)

Women's and Gender Studies WGST 3302 The Image of Woman in Nineteenth-Century England 4 (See ENGL 3342.)

Women's and Gender Studies WGST 3303 Twentieth-Century Women's Writing 4 (See ENGL 3343.)

Women's and Gender Studies WGST 3300 Gender, Race, and the Graphic Novel 4 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. Critically examining visual language that is

presented in the graphic novel, students will examine the ways it challenges iconographic images of ethnic and gendered representation.

University Core fulfilled: Explorations: Creative Experience.

Women's and Gender Studies WGST 3304 Italian Women Writers 4 (See ITAL 3580.)

Women's and Gender Studies WGST 3301 Literature by Women of Color 4 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.

University Core fulfilled: Flag: Writing.

Women's and Gender Studies WGST 3305 Angels and Demons: Women and Literary Stereotypes 4 (See MDGK 3343.)

Women's and Gender Studies WGST 3306 Out of Control: Women, Madness, and the Cultural Imagination 4 (See MDGK 3346.)

Women's and Gender Studies WGST 3401 Black Identities, Families, and Cultures 4 (See AFAM 3432.)

Women's and Gender Studies WGST 3308 Chicanas and Latinas in the U.S. 4 (See CLST 3302.)

Women's and Gender Studies WGST 3403 Hip Hop Culture 4 (See AFAM 4422.)

Women's and Gender Studies WGST 3501 Gender and Society 4 (See SOCL 3210.)

Women's and Gender Studies WGST 3502 Sociology of Marriage and Families 4 (See SOCL 3160.)

Women's and Gender Studies WGST 3400 Women in the Middle East 4 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.

Women's and Gender Studies WGST 3503 Men and Masculinities 4 (See SOCL 3211.)

Women's and Gender Studies WGST 3500 Genders and Sexualities 4 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.

Women's and Gender Studies WGST 3601 Women in Christian History 4 (See THST 3022.)

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Women's and Gender Studies WGST 3602 Gender in European History 4 (See HIST 4225.)

Women's and Gender Studies WGST 3603 Women in American History 3 (See HIST 4430.)

Women's and Gender Studies WGST 3605 History of Childhood and the Family 4 (See HIST 4431.)

Women's and Gender Studies WGST 3700 Images of Women in Philosophy 4 (See PHIL 4175.)

Women's and Gender Studies WGST 3701 Guadalupe, Queen of the Américas 4 (See CLST 3310.)

University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Women's and Gender Studies WGST 3702 Women and Religion 4 (See THST 3285.)

University Core fulfilled: Integrations: Faith and Reason; Flags: Information Literacy, Oral Skills.

Women's and Gender Studies WGST 3998 Special Studies 1 TO 4

Women's and Gender Studies WGST 3999 Independent Studies 1 TO 4

Women's and Gender Studies WGST 4300 Women in Film 3 (See FTVS 3300.)

Women's and Gender Studies WGST 4100 Sex, Trade, Trafficking 4 The course will address issues of racism, sexism, classism, and violence against women who are trafficked and those who also work as sex workers. We will discuss the relationship between ethics and human trafficking as well as who benefits from such approaches.

University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

Women's and Gender Studies WGST 4200 Sex, Race, and Violence 4 (See AFAM 4642.)

Women's and Gender Studies WGST 4400 Women and Politics 4 (See POLS 4330.)

Women's and Gender Studies WGST 4404 Latina Feminist Theory 4 (See CLST 4404.)

University Core fulfilled: Flag: Writing.

Women's and Gender Studies WGST 4101 Queer Migration and Diaspora 4 Examines how gender and sexuality are experienced in global contexts through neoliberal globalization, the feminization of labor and migration, environmental degradation, diaspora, sexuality, cultural displacement, and militarization. Explores the ways queer people have confronted these conditions as well as the possibilities and challenges of cross-border coalitions.

Women's and Gender Studies WGST 4901 Service Learning in Women's and Gender Studies 4 The internship in Women's and Gender 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.

Women's and Gender Studies WGST 4900 Senior Seminar in Women's and Gender Studies 4 Designed as a last course for students obtaining the Women's and Gender Studies major or minor. Stress is on

the organization and integration of knowledge gained regarding women in society.

Offered only during the Spring semester.

University Core fulfilled: Flags: Oral Skills, Writing.

Junior or senior standing required.

Majors or minors only.

Women's and Gender Studies WGST 4998 Special Studies 1 TO 4

Women's and Gender Studies WGST 4999 Independent Studies 1 TO 4

Women's and Gender Studies WGST 4000 Feminist Political Theory 4 This course familiarizes students with the major themes and movements in the history of feminist political thought and uses gender as a lens through which to view political life. The course also takes up gender as an object of inquiry for politics.

Women's and Gender Studies WGST 3600 History of Women in California 4 This course explores California history from the perspective of the women who have lived, worked, and migrated here from the period of Spanish exploration to the present. Designed around experiential learning, this course takes students to important sites in and around Los Angeles to witness sites of history for themselves, visit some of LA's world-class museums, and contextualize our studies in terms of what California looks like today, and how the women's history of the state shapes its role in the larger world.

University Core fulfilled: Explorations: Historical Analysis and Perspectives.

Women's and Gender Studies WGST 4001 Queer Theory 4 This course explores the emergence, conceptual frameworks, themes, and critical tools of queer theory. This course critically analyzes sex, gender, and sexuality and the gaps between them and their interactions, as well as how these concepts are implicated in or frame many other discourses, such as the war on terror, aesthetics, death, history, race, ethics, monstrosity, nationalism, affect, punk rock, colonialism, temporality, and gentrification.

Junior or senior standing required.

University Core fulfilled: Flags: Information Literacy, Writing.

Women's and Gender Studies WGST 3703 Christian Marriage and Sexuality 4 (See THST 3561.)

University Core fulfilled: Integrations: Ethics and Justice; Flag: Writing.

Women's and Gender Studies WGST 3704 Sex and the City of God 4 (See THST 3237.)

University Core fulfilled: Integrations: Faith and Reason; Flag: Writing.

Women's and Gender Studies WGST 3800 Gender and Urban Geographies 4 This course uses the discipline of critical urban geography and feminist theory to explore the following questions: 1) What is a city? 2) Why do humans live in cities? 3) How does living in a city shape who humans are? We explore the phenomena of racial and gender segregation in cities, investigate the spatialization of race, the construction of vice and crime in the city, and discuss the gender of the division between the public and the private in urban geographies.

Women's and Gender Studies WGST 3900 Gender and Disability 4 Gender and Disability is a critical feminist study of disability justice, hetero-ableism, and normality. This course examines: the ways in which disability and gender are socially constructed and co-constructed via rhetorics of dependence and autonomy; the centrality of "interdependence" to both feminist and disability justice movements; the entanglement of disability and gender in over-diagnosis, underdiagnosis, and over- and under-representation of disability in cultural texts; disability and sex, including consent, competence, and access; and legal and cultural issues of disability justice in the current political moment.

YOGA STUDIES

Yoga Studies YGST 6010 Health Science and Yoga I 3 An overview of anatomy and physiology from the Western perspective and Ayurvedic theories of the subtle body, health, and wholeness.

Yoga Studies YGST 6015 Foundations of Yoga Studies 3 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.

Yoga Studies YGST 6030 Hatha Yoga Texts 3 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.

Yoga Studies YGST 6020 Yoga Philosophy: Text and Practice 3 A close study and discussion of the Yoga Sūtras of Patanjali , the Bhagavad Gītā , select Upanishads, the Sāmkhya Kārikā , the Yogavāsistha , and other classical literature.

Yoga Studies YGST 6026 Sanskrit: The Bhagavad Gita 3 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.

Yoga Studies YGST 6041 Jaina Yoga 3 This course, conducted in India, will immerse students in the study of Jainism, known for its emphasis on nonviolence, through philosophy, ethics, cosmology, and art. They will study the Jain traditions of Yoga including Preksha meditation. This course is generously subsidized by the International School for Jain Studies.

Yoga Studies YGST 6040 Buddhism and Yoga 3 Yoga's relationship with Buddhism will be explored with an emphasis on Vipassana, Tibetan Buddhism, and Zen.

Yoga Studies YGST 6050 History of Modern Yoga 3 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.

Yoga Studies YGST 6082 Comparative Mysticism 3 This course will explore the inner or mystical life as articulated in the life and practice of various religious traditions. It will begin with a study of a modern classic: *The Varieties of Religious Experience* by William James, the pre-eminent American philosopher and psychologist as well as the key ideas of Carl Jung. The course will include the study of Jewish and Islamic mystical traditions, as well as key writers in the emerging field of contemplative Christian ecology. Yoga and mysticism will be examined through the writings of 20th century philosopher Sri Aurobindo.

Yoga Studies YGST 6025 Sanskrit: The Yoga Sutra 3 In this course students will translate the sutras from Patanjali's seminal text the Yoga Sūtra .

Yoga Studies YGST 6096 Writing and Research Seminar 3 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.

Yoga Studies YGST 6998 Special Studies 1 TO 3

Yoga Studies YGST 6999 Independent Studies 1 TO 3

Yoga Studies YGST 6060 Health Science and Yoga II 3 This course will expand upon YGST 6010 Health Science and Yoga I including integration of concepts of both western and Yoga anatomy as they pertain to illness. The potential therapeutic benefits of yoga practices including asana, pranayama, meditation, Bhavana, mantra, Mudra, nyasa as well as vihara (lifestyle modification) and application of yamas and niyamas will be discussed. Students will obtain skills in critically evaluating scientific Yoga research.

Yoga Studies YGST 6070 Yoga Therapy Applications 3 Through both western and Yoga/Ayurveda lenses this course will cover Yoga therapy application for specific common diseases both western and Yoga/Ayurveda. Yoga as a lifestyle management tool will be addressed through the pancamaya model. Students will learn how to categorize illness through the lens of Yoga and recommend appropriate and safe practices for healing and well-being. Students will explore the indications contraindications of various Yoga practices as they apply to specific conditions and circumstances as well as ethics and scope of practice for a Yoga Therapist. Basic principles of the therapeutic relationship will be covered including communication skills and personal well-being. Client intake, evaluation, and assessment will be covered, and students will obtain supervised practice in these skills.

Yoga Studies YGST 6080 Yoga Therapy Practicum 3 In addition to classroom education, students will participate in mentored Yoga therapy practicum. Through internships students will obtain experience and skills in working both one on one with clients and in small therapeutic groups. Students will meet regularly with the instructor to discuss client assessment, therapy plans, and personal and professional development as a Yoga therapist. Offering Yoga Therapy training to work with specific populations, including but not limited to persons with the following conditions: cancer, Parkinson's

Disease, Multiple Sclerosis, anxiety, depression, eating disorders, addictions, athletic injury, pregnancy, chronic pain, etc.

Yoga Studies YGST 6005 Introduction to Sanskrit 3 This introduction is intended to provide students with a foundational understanding of the legacy and unique qualities of the Sanskrit language. Students will be introduced to translation work and conversation practice, including the rules of sandhi and the basic grammatical principles underlying the conjugation of verbs and the declension of nouns.

INTERNSHIP

ICLA 2100 BCLA Internships in Liberal Arts Professions 0 TO 1 Students in this course will complete an internship while reflecting on how it relates to their Bellarmine College of Liberal Arts coursework, professional skills, and career goals. This is a virtual course that includes assignments designed to expand your professional network, while developing strategies for the full-time job search. Students considering this course are strongly encouraged to work with Career and Professional Development (CPD) in the term preceding their internship. To successfully identify and apply to opportunities, please schedule an appointment with a career coach via Handshake, or stop by CPD to meet with a Peer Advisor.

Credit/No Credit grading.

LMU College of Business Administration

ACCOUNTING

ACCT 3110 Intermediate Accounting I 4 This course begins the in-depth study of financial accounting and reporting. Topics covered include the environment of the standard setting process for financial reporting, the conceptual framework, basic financial accounting concepts, accounting cycle procedures, financial statement preparation and financial disclosures, basic ratio analysis, revenue recognition, present value applications, and accounting standards and procedures for cash, notes and accounts receivable, and inventories. Uses and limitations of the balance sheets, income statements, and statements of cash flows are studied. Researching accounting issues through the use of the FASB's Codification database is integrated throughout the course. Prerequisite: BCOR 2120 with a minimum grade of C (2.0).

ACCT 3120 Intermediate Accounting II 4 This course continues the in-depth study of financial accounting and reporting introduced in ACCT 3110. The conceptual and procedural aspects of some 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 income taxes, contingent liabilities, 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 throughout the course. Prerequisite: ACCT 3110 with a minimum grade of C (2.0).

ACCT 3130 Cost Management 4 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: BCOR 2120 with a minimum grade of C (2.0).

ACCT 3140 Accounting Information Systems 4 This course introduces students to the fundamentals of accounting information systems including design, operation, and control of enterprise accounting systems. It focuses on business cycles, transaction processing, database design, documentation, business process, risk assessment, and internal controls. Various computer applications are used to provide hands-on experience in accounting information collection, processing, and reporting to reinforce financial and managerial accounting concepts. The course also examines emerging technologies in accounting as well as data and analytics concepts and tools. Accounting majors and minors only. Prerequisite: BCOR 2120 with a minimum grade of C (2.0).

ACCT 3197 Internship 1 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). Credit/No Credit grading.

ACCT 4110 Advanced Accounting 4 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. Prerequisite: ACCT 3120 with a minimum grade of C (2.0).

ACCT 4120 Federal Income Taxation 4 The course focuses on Federal income tax planning and compliance for individuals and business entities, such as partnership and corporations. It involves study of the accounting, economic, legal, and political aspects underpinning taxation systems in order to better understand the role of taxation in personal and business decisions. Prerequisite: ACCT 3110 with a minimum grade of C (2.0).

ACCT 4130 Financial Statements Analysis 4 Financial statements provide information about entities' performance, the financial position, results of operations, and the cash flow of an organization to stakeholders. Analysis of financial data is a useful methodology in interpretation of financial reports and comparison of the results within the industry for assessing trends of the business performance. This course provides students with hands-on experience in financial statement analysis as students will be exposed to tools of financial analysis, theoretical concepts, and practical issues regarding measurement, valuation, and earnings management. Internal and external users of financial reports benefit from analyzing the relationships between and among components of financial statements and appraisal of financial performance. Prerequisite: ACCT 3110 with a minimum grade of C (2.0).

ACCT 4150 Accounting Ethics, Professionalism, and the Public Interest 4 This course examines the role of accountants and the accounting profession in society. Students learn about the history, legal, and

ethical responsibilities of the accounting profession. Major ethical theories are introduced and analyzed before applying them to ethical and justice issues that arise in accounting and business practice. Students are encouraged to adopt the objectivity, integrity, and ethical standards necessary to serve society as an accounting professional. Prerequisite: ACCT 3110, with a minimum grade of C (2.0). University Core fulfilled: Integrations: Ethics and Justice.

ACCT 4160 Auditing 4 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, and the role of regulatory bodies in maintaining the accountability of the accounting profession. Prerequisites: ACCT 3120, ACCT 3130, ACCT 3140, and ECON 2300 or ECON 2350 or MATH 104, with a minimum grade of C (2.0).

ACCT 4180 Fraud Examination 3 This course covers the major methods employees use to commit occupational fraud. Specific methods covered include: financial statement fraud, asset misappropriation, and corruption schemes. Students will learn how and why occupational fraud is committed, how to assess where an organization is at the greatest risk for fraud, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisites: ACCT 3110 and ACCT 3140, both with a minimum grade of C (2.0).

ACCT 4198 Special Studies 1 TO 4

ACCT 4199 Independent Studies 1 TO 3

ACCT 5110 Advanced Accounting Topics 3 A graduate study of financial accounting and reporting, this course includes a 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 U.S. GAAP; 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. Graduate standing or MSA 4+1 required.

ACCT 5150 Accounting Ethics, Professionalism, and the Public Interest 3 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. Graduate standing or MS 4+1 required. University Core fulfilled: Integrations: Ethics and Justice

ACCT 5180 Fraud Examination 3 The course covers the major methods employees use to commit occupational fraud. Specific methods covered include: financial statement fraud, asset misappropriation, and corruption schemes. Students will learn how and why occupational fraud is

committed, how to assess where an organization is at the greatest risk for fraud, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Graduate standing or MSA 4+1 required.

ACCT 5198 Special Studies 1 TO 3

ACCT 6110 Financial Reporting - Standard Setting Process and Financial Accounting Theory 3 This course covers the following topics: the demand for financial accounting statements and standards; the development of financial accounting institutions in the US and abroad; the Financial Accounting Standards Board (FASB) and their standard setting process; current topics in financial reporting and standard setting; and ESG reporting and standards; An individual student research project is required.

ACCT 6112 Accounting and Finance Concepts for Strategic Planning 3 Through the lens of the Chief Financial Officer, this course aims to highlight common mistakes in strategic planning and prepare students to convincingly document critical assumptions, incorporating global trends, ethics, and real world risk management. Key concepts that help to evaluate initial funding, cash flows, and return on investment in formats used in banks and boardrooms are examined. Graduate standing required.

ACCT 6114 The CFO Perspective 3 The roles and responsibilities of the Chief Financial Officer (CFO) in multiples industries and contexts are examined in depth to understand the relationships among the financial, operational, and strategic issues of the firm. Multiple perspectives on the role of the CFO are explored. Graduate standing required.

ACCT 6120 Taxes Research and Strategy 3 The purpose of this course is to provide a framework for understanding how taxes affect business decisions. The framework considers contracting parties, federal taxes, and relevant costs. The course will include topics such as tax planning for investments and compensation; tax planning for mergers, acquisitions, and divestitures; and domestic and international tax planning for various legal entities. Graduate standing required.

ACCT 6122 Income Taxation of Corporations and Shareholders 3 Concepts and principles governing the taxation of corporations and their shareholders. The effects of taxes on corporate formation, capital structure, dividends, redemptions, and liquidations. Also covered are the tax effects of corporate restructuring transactions; divisions, reorganizations, and carryovers of tax attributes. Graduate standing required.

ACCT 6124 Taxation of Flow-Through Entities 3 Concepts and principles of taxation of flow-through entities, including: S corporations, limited liability partnerships (LLPs) and limited liability companies (LLCs). The course involves the tax consequences to the shareholders, partners, and members of these entities including formation, operation, sale, and liquidation. Graduate standing required.

ACCT 6126 International Taxation 3 Concepts and principles of the taxation of U.S. sourced income from investments and business in the U.S. by foreign individuals and entities, including foreign corporations with branches in the U.S. Also studied is the taxation of foreign sourced earnings of U.S. corporations, U.S. citizens, and U.S. residents. These topics include the study of tax treaties that may impact such taxation. Graduate standing required.

ACCT 6130 Accounting Information, Analysis, and Evaluation 3 This course examines management decision making in a complex and ambiguous environment by utilizing data analytics tools. It covers

topics such as costs and resource optimization, activity-based management, customer profitability analysis, breakeven under uncertainty, strategic pricing decisions, performance evaluation and control, and strategic analysis of operating income.

ACCT 6160 Advanced Auditing 3 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 (CAATTs). Graduate standing required.

ACCT 6170 Accounting Research and Communication 3 This course examines the professional accounting and auditing research process and emphasizes the communication of the research results. This includes identifying accounting and auditing issues, researching authoritative guidance, analyzing alternatives, developing conclusions and recommendations, and communicating the results in written and oral forms. This course also introduces students to academic accounting research and surveys significant areas of financial accounting and auditing research. Graduate standing required.

ACCT 6197 Internship Experience 1 TO 3 The objective of this 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. Graduate standing required. Credit/No Credit grading.

ACCT 6198 Special Studies 1 TO 3 Graduate standing required.

ACCT 6199 Independent Studies 1 TO 3 Graduate standing required.

APPLIED INFORMATION MANAGEMENT SYSTEMS

AIMS 3710 Database Management Systems 4 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. This part of the course will employ lectures describing database theory, as well as hands-on tutorials demonstrating database concepts using a DBMS package. 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 a DBMS product. The second part of the course will further investigate the principles of relational model, which is the basis for the most popular DBMS products on the marketplace today (i.e., Oracle, SQL Server, MS Access, MySQL). 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. Prerequisite: ACCT 3140 or BCOR 2710 with a grade of C- (1.7) or higher.

AIMS 3720 Systems Analysis and Design 4 This course introduces established and evolving methodologies for the analysis, design, and development of a business information system. Concepts

taught include systems modeling of business processes, requirement analysis, logical and conceptual design, prototype development, testing, and implementation strategies. Upon completion, students should be able to analyze a business problem and design an appropriate solution using a combination of tools and techniques. Prerequisite: BCOR 2710 with a grade of C (2.0) or higher, or consent of instructor and approval of Associate Dean.

AIMS 3730 Programming for Business Applications 4 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, including problem analysis, program design, documentation, testing and debugging. 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, along with web, data, and analytics applications; giving students hands-on practical experience with defining and solving problems; and illustrating to students how their programming skills can be translated into working business applications. Prerequisite: BCOR 2710 with a grade of C (2.0) or higher.

AIMS 3797 Internship 1 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 4715 Developing Business Applications Using SQL 4 Students looking to work with data must know how to extract data from databases using SQL (Structures Query Language). Students will gain hand-on SQL experience to create databases, construct complex relational queries, develop database programs (views, transactions, triggers, functions, and stored procedures), and write Python code to issue SQL queries for analytics and application development purposes. The SQL syntax covered is supported by many popular databases, such as Oracle, MySQL, Microsoft SQL Server, and PostgreSQL. The course will cover SQL usage for common roles such as a software developer, data scientist, and a business analytics manager. Prerequisites: ACCT 3140 or BCOR 2710; and AIMS 3710, all with a grade of C- (1.7) or higher.

AIMS 4740 Financial Modeling and Analytics 4 This course develops spreadsheet modeling skills and quantitative analysis tools including VBA and Python 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 as well as techniques for collecting, processing, visualizing, and exploring semi-structured financial data for analysis. Prerequisites: BCOR 3750; and BCOR 3410 or FNCE 3400, all with a grade of C (2.0) or higher.

AIMS 4755 Introduction to Big Data 4 Ability to process and draw valuable business insights from big data has become central to competitiveness and survival for many industries. However, older and current technologies are not effective in handling big data, and the challenges have pushed the industry to invent fundamentally new ways of capturing, storing, retrieving, processing, and analyzing data. This course introduces students to the fundamental concepts of big data, their sources, and how analytics on big data are designed and implemented. With that foundation, this course will expose students to big data and related new generation platforms and technologies. Students will gain insights into the challenges and techniques of analyzing unstructured data that are generated through various social media and other interactive platforms. Students will also learn the fundamentals of

non-relational NoSQL databases, distributed file system, and massively parallel processing used extensively in big data processing. The course will also students to acquire introductory-level proficiencies in hands-on skills involving some big data platforms and tools such as Hadoop, Spark, HBase, etc., or other similar platforms. After completing this course, students will be able to analyze the big data needs and challenges of an organization and recommend choice of tools, technologies, architecture, and implementation strategies needed to capture, process, and turn "Big Data" into actionable business insight. Prerequisites: ACCT 3140 or BCOR 2710; and AIMS 3730 or CMSI 185 , all with a grade of C (2.0) or higher; or consent of instructor and approval of Associate Dean.

AIMS 4770 Cybersecurity 4 This course will present the development and maintenance of the enterprise cybersecurity life-cycle. Students will learn how to design a comprehensive and resilient cybersecurity program in alignment with business objectives in a hands-on lab and project-based learning environment. Other topics include implementation and management of security operations, security assessments and remediation of deficiencies, security intelligence, and incident response.

AIMS 2710 or BCOR 2710 or ACCT 3140 with C or better
AIMS Majors only

AIMS 4796 Capstone Proposal Development 1 Successful delivery of the Capstone project requires students to have a thorough knowledge about the techniques and methodologies of user requirements gathering, systems analysis, design, test planning, and project management. This course will help students prepare for the Capstone course by introducing processes and tools to manage a complex IT project and deliverables. At the end of the course, students will have a completed and well-vetted Capstone Project proposal. By the time students begin the Capstone course, they will be well underway through the design and planning phase, allowing more time for implementation and execution. Prerequisite: BCOR 2710.

AIMS 4797 Capstone Project 4 This course presents a student with a challenge and an opportunity to build a portfolio-worthy project to solve a real business problem by integrating business and technical knowledge and skills. For employers, it represents a clear snapshot of a student's understanding of the subject matter and their ability to identify a meaningful project and exercise initiative. It also presents students with first-hand experience to develop project management, teamwork, and communication skills critical for an IT career. A project proposal and instructor consent are required. Prerequisites: AIMS 3710; AIMS 3730 or CMSI 185 ; BCOR 3750, all with a grade of C- (1.7) or higher. University Core fulfilled: Flags: Oral Skills, Writing.

AIMS 4798 Special Studies 1 TO 4

AIMS 4799 Independent Studies 1 TO 3 Requires approval of the Associate Dean.

BADM 612 Management Workshop: Personal Development and Career Planning 1 This workshop is a continuation of the first workshop and focuses on personal development and career planning and continues development of oral and written communication skills.
CR/NC only.

BUSINESS ANALYTICS

BSAN 5998 Business Analytics 0-3

BSAN 6010 Fundamentals of Business - Accounting, Finance & Operations 3 This course provides the fundamental principles of financial reporting, managerial accounting, financial planning, and operations and supply chain management. This course provides a business perspective that focuses on cross-functional decision-making. Students will learn the role of each function in organizations as well as how information flows between different business functions. Students will create and review balanced scorecards that provide a comprehensive view of a business by focusing on the operational and developmental performance of the organization as well as its financial measures.

BSAN 6020 Marketing for Managers 3 In this course we will emphasize the role of marketing and marketing management in society. Basic controllable variables essential to marketing success will be examined including market analysis, product development, pricing, distribution, and promotion. We will explore how marketing facilitates business strategy, discovers and creates demand for products/services, and influences product development.

BSAN 6030 Programming for Data Management 3 This course introduces learners to Python programming for data analytics. It introduces the basics of programming (algorithms, variables and data types, operators, looping and branching) and provides a working knowledge of Python libraries to process data. It includes how to retrieve, clean, manipulate, and analyze structured and unstructured data. Students will also be introduced to the basics of data management architecture such as relational databases and data warehouses, as well as use of SQL within Python for querying and interacting with such data architectures. Prerequisite: Completion of a college statistics course in the last four years with a grade of B or better.

BSAN 6040 Data, Models and Decisions for Analytics 3 The course introduces students to the process of understanding, displaying, visualizing and transforming data into insight in order to help managerial decision makers make better, more informed, data-driven decisions. The course provides a basic introduction to cleaning data as well as exploring data with descriptive analytics and visualization techniques. It also provides an introduction to predictive analytics (forecasting and regression), and prescriptive analytics (simulation and optimization). The course will require the use of Excel, Tableau, and other specialized analytics and decision-making software. Prerequisite: Completion of a college statistics course in the last four years with a grade of B or better.

BSAN 6050 Customer Relationship Management Analytics 3 Customer relationship management (CRM) is a business strategy paradigm that focuses on the systematic development of ongoing, collaborative customer relationships as a key source of sustainable competitive advantage. CRM represents a fundamental change in approach from traditional marketing; the goals shift from market share to share of customer. Operating under the assumption that competitive advantage is often gained through building customer equity, this course introduces the theory and practical implementation of customer relationship management strategies using customer databases. CRM Strategy Topics include: fundamentals of CRM strategy, customer profiling, measuring customer lifetime value, customer profitability analysis, customer loyalty programs, and CRM technology overview. CRM Analytic Topics include: modeling customer lifetime value with linear regression, logistic regression for churn prevention, modeling time to reorder with survival analyses, association rules for market basket analyses, and customer profitability analyses. Students will be introduced to R programming and Excel-based analytic tools. Prerequisite: Completion of a college statistics course in the last four years with a grade of B or better.

BSAN 6060 Data Management for Business Intelligence 3 Current management practices place an increasing dependence on the use of information to manage a business--business intelligence systems and analytics tools 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. Data plays a significant role in creating a robust and reliable business intelligence system. This course focuses on various data wrangling tools and techniques that teach how to collect, store and clean data. We will focus on using various business analytics tools for extracting, transforming and loading data into an "analytics ready" data format. Students will also learn about different data storage architectures, such as relational and non-relational databases and data warehouses, as well as Big Data architecture and management of Big Data. Prerequisite: BSAN 6030 (with a minimum grade of B-).

BSAN 6070 Introduction to Machine Learning 3 This course will provide students a hands-on application oriented exposure to machine learning (ML), while taking a deep dive into the fundamentals of supervised and unsupervised machine learning algorithms, model selection, feature engineering, data fitting, model evaluation and optimization. Students will also learn how to instantiate, test, and deploy ML models using platforms such as Azure ML and Python libraries using real life data sets. Finally, students will develop the skills to interpret ML based predictive models to support business decision making. Prerequisite: BSAN 6030 (with a minimum grade of B-).

BSAN 6080 Strategic Analytics Integration 3 This course integrates concepts, tools, methods, and applications of modeling and strategic decision-making in business. Students will develop a working knowledge of quantitative data-driven decision making approaches, such as perceptual mapping, choice models, optimization, regression, cluster analysis, conjoint analysis, and diffusion modeling. This course is aimed at providing students, as future managers and/or data scientists, with the set of tools and skills needed to make intelligent and critical use of data in systematic decision making. M.S. Business Analytics majors only. Prerequisites: BSAN 6040 and BSAN 6050.

BSAN 6088 Statistics Bootcamp and Capstone Project Preparation I 0 This class is a mandatory workshop series to establish a baseline in statistics fluency and to help students prepare for the Summer Capstone Project. A portion of the workshops serves as a refresher for basic statistics concepts required in order to understand the program material. Other workshops cover how to identify and frame a business problem with the objective of delivering measurable business value and how to perform effectively as a team. Teams will be formed for the Summer Capstone Project and matched with industry clients so that teams can start working on identifying and framing their client's business problem. M.S. Business Analytics majors only. Credit/No Credit grading.

BSAN 6089 Capstone Project Preparation II: Research Design, Project Management, and People Dynamics 0 This class is a mandatory workshop series covering the research design process to facilitate the Summer Capstone Project's approach to the identified business problem. Throughout the workshops, students will have the opportunity to learn about and practice the various interactions between the project team members, stakeholders, and clients. One of the workshops will cover experimental design. Teams will then start to collect data for their project and learn how to take into account ethical considerations when dealing with the data. M.S. Business Analytics majors only. Credit/No Credit grading. Prerequisite: BSAN 6088.

BSAN 6090 Capstone Project I 3 Students will practice team-oriented problem-solving skills in the context of undertaking and completing a live business analytics project. They will demonstrate their knowledge and understanding of business concepts and analytics techniques in identifying and structuring a problem, collecting and managing data, and applying analytic modeling techniques to provide insights and recommendations for the project. The course will enable students to acquire and demonstrate their understanding, use, and proficiency in project management skills related to tackling business analytics projects as they work with a real client. M.S. Business Analytics majors only. Prerequisite: BSAN 6089.

BSAN 6095 Capstone Project II 3 Students will continue to acquire and demonstrate their understanding, use, and proficiency in project management skills as they work on the live business analytics project started in BSAN 6090. Students will practice their written and oral communication skills as well as their ability to generate insights through data visualization techniques in the write-up and presentation of their projects. M.S. Business Analytics majors only. Prerequisite: BSAN 6090.

BSAN 6100 Data Visualization and Geographic Information Systems 3 A picture is worth a thousand words, and a map is worth a thousand pictures. This course is intended to equip students with principles, skills, tools, and techniques in data visualization to be able to tell a story through data visually. Students will be able to uncover relationships between data in exploratory data analysis through visualization and present meaningful and interactive reports to non-technical persons, managers, and executives. In addition, students will dive into the use of Geographic Information Systems (GIS), where students can explore data spatially. Topics include data visualization design principles, exploratory data analysis through visualization, interactive dashboard creation, introduction to GIS tools and techniques, and hot spot analysis.

BSAN 6200 Text-Mining and Social Media Analytics 3 This course illustrates the functionalities of text mining and analytics as a business decision-making tool by using a variety of statistical methods to collect and analyze text data. Computational linguists have developed a research stream of understanding and analyzing text. Consequently, business organizations are acquiring knowledge on techniques of text analytics to make a better decision. Due to a large pool of unstructured text entangled in social media, leveraging effective text analytic method is the next leading edge. This course encompasses the fundamentals of computational linguistics that will include some technical features but will mostly emphasize the business application of text analytics. Business and industry cases are used to demonstrate the usefulness and effectiveness of the text analytics techniques used. Students use software to perform computational studies, obtain solutions, and analyze the results. This course also examines what business decisions can be promoted by text analytics as well as effective techniques for rapidly solving the business problems. Prerequisites: BSAN 6030 and BSAN 6040 or MBAA 6080 (both with a minimum grade of B-).

BSAN 6300 Marketing Analytics 3 Marketing analytics refers to the techniques, practices, and processes of analyzing data related to markets and customers for deeper insights and better decisions. The focus on this course is to facilitate the students to possess the right skills to participate in the cooperative ecosystem of marketing analytics. This includes obtaining contextual knowledge (students will be able to employ a systematic framework to obtain contextual knowledge from industrial practitioners before they start to college and analyze data); applying proper quantitative methods (students will be able to design proper sampling strategy and choose suitable methods for various problems and types of data); communicating insights (students can translate the analytical results into business insights and communicate the insights to their audiences like managers,

customers, policymakers effectively). Specific modules of this course include introduction to marketing analytics, customer segmentation, customer life-time value, promotion and advertising, user generated contents and social media analytics, sales force analytics, sampling and experiment design, confounding factors in analytics, communication of marketing analytics. Students will practice the methods with R, Excel, and other necessary tools. Prerequisites: BSAN 6050 and BSAN 6040 or MBAA 6080 (both with a minimum grade of B-).

BUSINESS CORE

BCOR 1910 Business for Good 2 The LMU College of Business Administration aims to "advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community." This course is a transformational experience for incoming undergraduate students that begins their journey toward a business degree and beyond, focusing on the role of business as a force for good.

The course is an immersive and interactive experience with the following elements. It involves the major global challenges that you will face in your professional careers, such as poverty and the environment, and brings out the role of business in being a force for good in addressing these challenges as well as in a broad array of issues. It involves a project where you will design a business plan to launch of a product for low-income customers in domestic or international markets, while achieving economic sustainability as well as social and environmental sustainability. It involves doing good as being at the heart of the business rather than as corporate social responsibility. It involves working with companies. And most importantly, it will involve examining your values as it relates to doing good in the professional and personal realms. The course will culminate in a poster session. In short, you will start out your careers by having all of these challenges to confront in your first semester.

BCOR 2110 Financial Accounting 4 This course involves the study of financial accounting. Students are introduced to 1) the role of financial accounting and reporting in business and society, 2) the basic concepts and techniques of financial accounting, and 3) the preparation and use of financial statements. Topics covered include accrual basis of accounting, the financial accounting cycle, internal controls, ratio analysis, and the reporting and analyzing of financial statement elements. Prerequisites: BCOR 1910 (or may be taken concurrently) and MATH 112 or MATH 120 or MATH 131, all with a minimum grade of C (2.0).

BCOR 2120 Accounting Information for Decision Making 4 This course involves the study of managerial accounting. Accounting information is used by management to make decisions that guide the organization through planning, organizing, directing, and controlling activities. Decision making requires a future orientation to the information, with relevant and flexible data. Topics covered include cost classification, costing and pricing, estimation models, cost-volume-profit analysis, segment reporting, performance evaluation, operational and capital budgeting, and non-routine business decisions. This course draws heavily from economics, finance, management, and marketing. Prerequisites: BCOR 2110 and MATH 112 or MATH 131, all with a minimum grade of C (2.0). University Core fulfilled: Flag: Information Literacy.

BCOR 2210 Legal Environment of Business 2 A survey course on the general concepts found in Business Law. The student will be exposed to legal and regulatory terminology, corporate structures,

legal responsibilities, concepts, and reasoning found when working within the business and government environment. Prerequisite: BCOR 1910 with a minimum grade of C (2.0).

BCOR 2710 Business Information Technology 4 The course will be devoted to problem-solving and acquiring personal productivity software skills for effective and efficient use in business and organizations. The course will introduce students to key concepts in MIS (Management Information Systems) and enhance understanding of the issues that business organizations face when developing and managing information systems. Emphasis is on use of information technology for business problem-solving and creating business opportunities. Specifically, the course will introduce students to:

Application software (e.g., Excel) for solving business problems

Basic concepts of business data communications

Relational Database Management Systems (DBMS), like Microsoft Access, for creating database solutions that can support and transform business processes

The use of information technology to formulate strategy and foster innovation

The design and implementation of systems in organizations

Web site design using a content management system or cloud-based services

This course will also examine emerging technologies and IT trends. By completing the course, students should be better equipped to understand the role of IT in solving business problems, to participate in IT projects, and to communicate more knowledgeably with IT experts.

Prerequisite: BCOR 2110.

BCOR 3410 Fundamentals of Finance 4 This course introduces students to finance, primarily from a corporate perspective. The principal objective of the course is for students to develop an understanding of the basic tools of financial analysis and how to use them to make decisions. Students will learn how to incorporate time value of money and financial projections into their analyses. Prerequisites: BCOR 2110 and ECON 1050 (or ECON 1100 and ECON 1200), ECON 2300 or ECON 2350 or MATH 104, and MATH 112 or MATH 131, all with a minimum grade of C (2.0).

BCOR 3510 Marketing and Business Communications 4 This course covers the essential principles of marketing as a vital component of a business operation. It emphasizes marketing's strategic bases and the real-world utilization of both traditional and innovative techniques that influence both the trade and the consumer in making a purchase decision. The course includes a focus on using marketing as a force for good, incorporating the effects of uncontrollable factors in the global environment as well as basic controllable variables essential to marketing success. These include the ethical creation, communication, and exchange of value through product decisions, pricing, distribution, and promotion. We will explore how marketing analysis guides business strategy, discovers and creates demand for products, and influences product development. Prerequisites: BCOR 1910 and ECON 1050 (or ECON 1100 and ECON 1200), all with a grade of C (2.0) or higher.

BCOR 3610 Managing People and Organizations 4 This course provides future leaders and managers with a basic understanding of theories and principles of Organizational Behavior (OB) and their proactive applications in critical Human Resource 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. Must be taken in residence at LMU.
Prerequisite: BCOR 1910, with a minimum grade of C (2.0). University Core fulfilled: Flag: Engaged Learning.

BCOR 3750 Operations and Supply Chain Management Analytics 4 This course introduces 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. 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. A project case analysis will require students to collect, organize, and analyze data to provide recommendations for how to improve the performance of a specified operating or supply chain system. Prerequisites: ACCT 3140 or BCOR 2710, and ECON 2300 or MATH 104 or MATH 112. University Core fulfilled: Flag: Quantitative Reasoning.

BCOR 3860 International Business 4 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. Prerequisite: ECON 1050 (or ECON 1100 and ECON 1200).

BCOR 4910 Business Ethics and Sustainability 4 Business Ethics and Sustainability focuses on the interaction and importance of social, political, economic and environmental forces in business and society. Using the framework of the UN Sustainable Development Goals, students will study the moral responsibility of business for societal and environmental impacts. Emphasis is placed on applying ethical decision models to a variety of stakeholder issues, which will include a substantial investigation into the underlying normative ethical theories and socio-political factors that impact business' broader responsibilities. Must be taken in residence at LMU. Prerequisites: BCOR 2710, BCOR 3410, BCOR 3510, and BCOR 3610, all with a minimum grade of D (1.0) and an average grade of C (2.0) across all four courses. University Core fulfilled: Integrations: Ethics and Justice; Flag: Writing.

BCOR 4970 Strategic Management 4 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. Prerequisites: BCOR 3410, BCOR 3510, and BCOR 3610.

BUSINESS LAW

BLAW 3210 Legal Tools for Business Professionals 4 This is an exciting course that will explore and give important tools to students to better navigate areas of business law. The course is perfect for students who are interested in law school and related legal professions, careers in banking, careers in accounting, and careers in business or governmental compliance. This course is a survey course of a number of different areas in the law that directly impact business. The course will go into more depth and expand on concepts learned in BCOR 2210 and introduce new, relevant, more complex areas of business law such as federal securities regulation and corporate governance, creditor's right,

bankruptcy, agency law, anti-trust, and the legal protections surrounding real and personal property and the role or impact of having professional standards. Prerequisite: BCOR 2210.

BLAW 3270 Marketing Law 4 An upper-level elective focused on the legal and regulatory environment surrounding the activities and relationships between business and consumers. Some topics and laws addressed by the course include product safety, design and warnings, antitrust behaviors in distribution and pricing, deception and fairness standards for advertising, sales, and promotions. The course also includes a creative component and writing flag where students apply certain laws to particular marketing practices. (See MRKT 3570.) Prerequisites: BCOR 2210 and BCOR 3510. University Core fulfilled: Flag: Writing.

BLAW 4210 Entertainment Law 4 The course provides students with practical and general business and legal knowledge that they will need if they work in film, television, and new media entities or if they operate their own entertainment business. Course will consist of a broad overview of the business of entertainment and entertainment law, including: understanding various business entities; knowledge of key legal terms in entertainment agreements; and understanding and preparation for business and legal issues found in entertainment. Prerequisite: BCOR 2210.

BLAW 4220 Employment Law 4 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. The course is highly interactive and surveys key legal terms and concepts critical for the employee to protect his/her rights and to understand the employer's legal/ethical responsibilities. The course will also explore the regulations and legal/ethical duties of human resources professionals and allow for active interaction with a variety of human resource professionals. Key topics covered will 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. Prerequisite: BCOR 2210.

BLAW 4230 Sports Law 4 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: BCOR 2210.

BLAW 4240 Real Estate Law 4 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: BCOR 2210.

BLAW 4250 International Business Law 4 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. Prerequisites: BCOR 2210 and BCOR 3860.

BLAW 4260 Law for the Entrepreneur 4 This course addresses the legal aspects of entrepreneurship and creating new ventures. Entrepreneurs face many challenges as they pursue a new business idea and may not have the funding or resources to immediately seek legal counsel. With the right legal tools, they can learn to identify potential legal issues and take steps that provide significant legal protections and avoid future liability. Students will learn to recognize potential legal issues through case studies and when to hire attorneys and how to effectively work with attorneys to resolve these issues. In addition to discussing applicable legal rules, the course will focus on practical steps entrepreneurs can take to build and protect a new venture or small business. The goal of the course will be for students to have a better understanding of practical ways they can protect a new venture or small business and spot potential issues from a business-legal perspective. The course is designed for entrepreneurs and any student interested in learning about the legal aspects of entrepreneurship. Prerequisite: BCOR 2210.

BLAW 4270 Integration of Law, Ethics, and Spirituality 4 An upper division survey course dealing with many current legal issues connected to ethics and spirituality. In effect, the goal is to develop a deeper appreciation regarding the effective interrelationship between law, ethics, and spirituality when dealing with complex issues. In order to develop one's ability to apply the tools of ethics, law, and spirituality, specific cases and situations in the employment law venue will be utilized. Moreover, an interfaith gloss on ethics and spirituality will be provided by hearing a few key scholars from some of the following religious traditions: Buddhism, Hinduism, Islam, Catholicism, Judaism, and Protestantism. This interfaith gloss will allow for additional important concepts to enter into our classroom discussions. Simply put, this is a highly creative, interactive, and exciting offering. Prerequisite: BCOR 2210.

BLAW 4298 Special Studies 1 TO 4

BLAW 4299 Independent Studies 1 TO 4

ENTREPRENEURSHIP

ENTR 2310 Technology Trends, Opportunities, and Tools 4 The course provides students with a basic understanding and appreciation of the history and processes of scientific discoveries and technological developments--and their remarkable effects on new business opportunities. It introduces students to some of the most current technological developments, trends, and issues (e.g., possibilities and limitations) in such relevant fields as artificial intelligence, internet of things, clean-tech, and biotechnology. The course also explores such relevant business concepts such as disruptive technologies, first-mover advantage, economics of increasing returns, technology/product lifecycle, piracy, and technology stands, among others. The course intends to prepare students to appreciate and identify the immense business opportunities that arise from new scientific discoveries and technological developments. Lastly, the course introduces students to several technology tools (e.g., Photoshop, SolidWorks [simplified version], 3D-printing, Slack, etc.) that will aid them in their subsequent courses. Prerequisite: ENTR 1310.

ENTR 3310 Introduction to Entrepreneurship 3 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.

ENTR 3350 New Venture Creation 4 This course has been designed to provide students with an overall understanding of the concept of entrepreneurship and small business management, and to prepare them for starting, surviving, and succeeding in business. A major thrust of this course is developing a solid business concept, which involves identifying problems, finding one or more solutions, building a series of Minimal Viable Products (MVPs) and testing/validating the concept (market validation), modifying the business model (pivoting), and formulating a professionally constructed workable plan (business pitch deck/plan). Prerequisites: ENTR 1310 and ENTR 2310.

ENTR 3356 Entrepreneurial Finance 2 The Entrepreneurial Finance course equips students the key relevant skills necessary for financial planning and projections for a startup or a new project. In addition, the course introduces students to the various concepts, resources, and strategies for financing a new and growing venture. Finally, students evaluate the key tactics and approaches to negotiation when attempting to structure a deal for a new venture and explore the different exit alternatives and strategies. Prerequisites: ENTR 1310 and ENTR 2310.

ENTR 3357 Entrepreneurial Marketing 2 Entrepreneurial Marketing portion examines the marketing strategies and methods used by successful startups and early stage companies that make best use of their limited resources. It also introduces students to marketing/sales tools, methods, and metrics that are useful in an entrepreneurial setting. e.g., "growth marketing" techniques including online advertising as well as several unconventional methods. Lastly, it offers practical lessons for planning, designing, and maximizing sales through crowdfunding, website, and Amazon, among others. Prerequisites: ENTR 1310 and ENTR 2310.

ENTR 3360 Corporate Entrepreneurship and Innovation 4 This course examines the challenges and opportunities for managers, employees, and organizations in creating and maintaining a culture and organizational design that foster intrapreneurial endeavors. It also reviews the role of corporate entrepreneurship in building and sustaining innovation within organizations. The course also examines the critical role of corporate culture in driving corporate entrepreneurship, and the nature of individual thinking style and leadership style in organizations demonstrating effective corporate entrepreneurship. Prerequisites: ENTR 1310 and ENTR 2310.

ENTR 3370 Entrepreneurial Acquisitions 4 Entrepreneurial Acquisitions introduces an alternative path into business ownership. Students gain a deep understanding and appreciation for small business ownership and the transition of ownership. Assignments require students to find real business professionals in the community and recruit them to participate in their final exam simulation project where they present and negotiate an acquisition offer after creating Deal Search Memo, LOI, Due Diligence Checklist, Valuations, Deal Structure, and Purchase Agreements. The course includes visits to small businesses, case studies, and guest speakers. Prerequisites: ENTR 1310 and ENTR 2310.

ENTR 3397 Internship 1 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 3398 Special Studies 1 TO 4

ENTR 3557 Entrepreneurial Marketing 4 The Entrepreneurial Marketing portion examines the marketing strategies and methods used by successful startups and early stage companies that make best use of their limited resources. It also introduces students to marketing/sales tools, methods, and metrics that are useful in an entrepreneurial setting (e.g., "growth marketing" techniques), including online advertising as well as several unconventional methods. Lastly, it offers practical lessons for planning, designing, and maximizing sales through crowdfunding, Shopify website, and Amazon, among others. Prerequisites: ENTR 1310 and ENTR 2310.

ENTR 4310 Entrepreneurial Finance 3 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 1310 and ENTR 2310; BCOR 3410 or FNCE 3400.

ENTR 4320 Real Estate Finance, Investment, and Entrepreneurship 4 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 1310 and ENTR 2310; BCOR 3410 or FNCE 3400.

ENTR 4325 Real Estate Development 4 This course is designed to introduce students to the intricacies of real estate development with the focus on multifamily and mixed-use properties. As the developer, there are multiple facets of the process that require skill and determination. Subjects covered are land acquisition and locational attributes; zoning and entitlements; project design and feasibility; construction costs; financial analysis; obtaining financing and partners; managing construction and the general contractor; lease-up, operations and property management; and finally, sale and/or resolution and repayment to lenders and partners. The course will introduce all these elements and teach students through real development transactions being built in the marketplace. Prerequisites: ENTR 1310 and ENTR 2310; BCOR 3410 or FNCE 3400.

ENTR 4340 International Entrepreneurship 4 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: BCOR 3860, ENTR 1310, and ENTR 2310.

ENTR 4370 Product and Business Design 4 This course, a joint venture between LMU and OTIS College of Design (or an equivalent institution/department), provides an overview of the key concepts,

frameworks, and issues in product design and development. Students are expected to learn to work effectively in an interdisciplinary team to construct a business concept, design a new product, and complete a prototype. Prerequisites: ENTR 3350 and ENTR 3360 or ENTR 4340.

ENTR 4380 Business Incubation 4 In this course, students will develop first-hand experience in starting, planning, running, and growing one or more new (or relatively new) venture(s). Each startup will set clear goals and milestones in the beginning weeks of the semester and will work diligently to achieve them by its end. While student learning is the primary goal of the course, students are also expected to move their startups forward and get a taste of success. Upon completion of the course, students will have turned an idea into an exciting and feasible business concept. This course is required for Entrepreneurship majors pursuing the Startup Entrepreneurship pathway. Prerequisites: ENTR 3350 and ENTR 3360 or ENTR 4340.

ENTR 4381 Managing New Ventures 4 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. This course fulfills the capstone course requirement for Entrepreneurship majors pursuing the Startup Entrepreneurship pathway and Corporate Entrepreneurship pathway. Prerequisites: ENTR 3350; ENTR 3360 or ENTR 4340.

ENTR 4382 Leading and Managing Change 4 This course is designed to provide first-hand experience to the issues and processes of leading and managing change inside of an organization. It introduces students to the real-world issues facing organizations, the resources and barriers to innovation, as well as the strategies and processes for realizing the needed change. The course draws on a broad selection of readings, cases, guest speakers, and a consulting project to examine how organizational issues are identified, analyzed, and resolved in the process of implementing change. A highlight of the course is the formation of student teams for the undertaking of real projects for local companies (for-profit or non-profit organizations). The teams consult with the "client" organizations, develop project proposals, and get hands-on experience through the consulting process. This course fulfills the capstone requirement for Entrepreneurship majors pursuing the Corporate Entrepreneurship pathway. Prerequisites: ENTR 3350 and ENTR 3360 or ENTR 4340.

ENTR 4383 Social Entrepreneurship 4 In this course, students are introduced to the field of social entrepreneurship--the process of using entrepreneurial mindset and business skills to create innovative approaches to societal problems. The course explores various concepts and examples of social entrepreneurship (not-for-profit and for-profit) through theory and case studies. Moreover, students will utilize their creativity to explore their own solutions to one or more social problems. A highlight of the course is the formation of student teams for the undertaking of real projects for local companies (for-profit or non-profit organizations). The teams consult with the "client" organizations, develop project proposals, and get hands-on experience through the consulting process. This course is required for Entrepreneurship majors pursuing the Social Entrepreneurship pathway. Prerequisites: ENTR 3350 and ENTR 3360 or ENTR 4340.

ENTR 4385 Entrepreneurial Leadership 4 Entrepreneurial leadership involves vision, perspective, opportunity-alertness, empathy, innovativeness, and logical thinking, etc. The course starts with the

fundamentals of professionalism including mannerism, communication, and self-discipline, and proceeds to cover the above-mentioned essential attributes and skills required to be a successful entrepreneurial leader. Also discussed in length are the impacts of current affairs (domestic and international) and macroeconomics on businesses as well as the real estate market. Guest speakers are brought in to provide alternative viewpoints and share their experiences. Junior or senior standing required. Permission of instructor required.

ENTR 4398 Special Studies 1 TO 4

ENTR 4399 Independent Studies 1 TO 4 Requires approval of the Associate Dean.

FINANCE

FNCE 1401 Planning for a Career in Finance 0 This course consists of four workshops to help students understand the nature of finance jobs and how to find one. Recommended to be taken during student's first or second semester. Transfer students and students who switch into the Finance major at a later time are suggested to take this course during their first semester in the major. Credit/No Credit grading.

FNCE 3400 Fundamentals of Corporate Finance 4 This course introduces students to fundamental financial decisions made by various types of organizations. The principal objective of the course is for students to develop an understanding of the basic tools of financial analysis. The topics of discounted cash flow valuation, long-term investment decisions, capital structure, and risk and required return will be emphasized. Students will analyze financial problems of business enterprises and investment issues related to maximizing shareholder value. Prerequisites: BCOR 2110; BCOR 2120 (either completed or taking concurrently); ECON 1050 (or ECON 1100 and ECON 1200), ECON 2300 or ECON 2350 or MATH 104; MATH 112 or MATH 131; all with a minimum grade of C (2.0).

FNCE 3415 Valuation and Financial Modeling 4 This course will cover the theory and practice of financial statements analysis and valuation. Students will learn how to use theory and data to solve challenging business problems with incomplete information. Students will become comfortable with using financial modeling as a tool to help them perform financial analysis and make decisions. Prerequisite: BCOR 3410 or FNCE 3400, with a grade of C (2.0) or higher.

FNCE 3420 Investments 4 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: BCOR 2110 and BCOR 2120, and either BCOR 3410 or BCOR 3410, all with a grade of C (2.0) or higher.

FNCE 3430 Financial Policy 3 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: BCOR 3410 or FNCE 3400.

FNCE 3440 Mergers and Acquisitions 4 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 3415 with a grade of C (2.0) or higher.

FNCE 3456 Entertainment Finance 4 The overarching theme of this course is to study the different financial structures and challenges in each entertainment segment. Entertainment companies use a vast array of techniques to raise capital, budget their capital, and return cash to shareholders and other stakeholders, many of which will be explored. Students will also be exposed to the underlying business model of each segment to understand the financial and operational constraints under which these firms operate. The ultimate goal of the course is to prepare students for their first job in entertainment finance. Students should enroll in this course as early as possible in their academic career to take advantage of career connections built into the course. Prerequisite: BCOR 3410 or FNCE 3400, with a grade of C (2.0) or higher. University Core fulfilled: Explorations: Creative Experience.

FNCE 3497 Internship 1 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 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: BCOR 3410 or FNCE 3400 with a grade of C (2.0) or higher.

FNCE 4420 Real Estate Finance, Investment, and Entrepreneurship 4 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 ENTR 4320.) Prerequisite: BCOR 3410 or FNCE 3400 with a grade of C (2.0) or higher.

FNCE 4425 Real Estate Development 4 This course is designed to introduce students to the intricacies of real estate development with the focus on multifamily and mixed-use properties. As the developer, there are multiple facets of the process that require skill and determination. Subjects covered are

land acquisition and locational attributes; zoning and entitlements; project design and feasibility; construction costs; financial analysis; obtaining financing and partners; managing construction and the general contractor; lease-up, operations and property management; and finally, sale and/or resolution and repayment to lenders and partners. The course will introduce all these elements and teach students through real development transactions being built in the marketplace. Prerequisites: ENTR 1310 and ENTR 2310 ; BCOR 3410 or FNCE 3400

FNCE 4430 Capital Markets 4 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: BCOR 3410 or FNCE 3400 with a grade of C (2.0) or higher. University Core fulfilled: Flag: Writing.

FNCE 4440 Financial Modeling and Analytics 4 This course develops advanced spreadsheet modeling skills and quantitative analysis tools including VBA and Python to support financial decision-making. Hands-on experience in the development of spreadsheet forecasting, simulation, and optimization models for applications in valuation, cash budgeting, financial planning, and portfolio structuring will be provided as well as techniques for collecting, processing, visualizing, and exploring semi-structured financial data for analysis. (See AIMS 4740.) Prerequisites: BCOR 3750; BCOR 3410 or FNCE 3400.

FNCE 4480 International Finance 4 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: BCOR 3860 and either BCOR 3410 or FNCE 3400 with a grade of C (2.0) or higher.

FNCE 4491 Student Investment Fund: Security Analysis 4 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: BCOR 3410 or FNCE 3400, with a grade of C (2.0) or higher.

FNCE 4492 Student Investment Fund: Portfolio Management 4 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 2 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 4491.

FNCE 4498 Special Studies 1 TO 4

FNCE 4499 Independent Studies 1 TO 4 Requires approval of the Associate Dean.

INFORMATION SYSTEMS AND BUSINESS ANALYTICS

ISBA 3710 Database Management Systems 4 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. This part of the course will employ lectures describing database theory, as well as hands-on tutorials demonstrating database concepts using a DBMS package. 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 a DBMS product. The second part of the course will further investigate the principles of relational model, which is the basis for the most popular DBMS products on the marketplace today (i.e., Oracle, SQL Server, MS Access, MySQL). 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. Prerequisite: ACCT 3140 or BCOR 2710 with a grade of C- (1.7) or higher.

ISBA 3720 Systems Analysis and Design 4 This course introduces established and evolving methodologies for the analysis, design, and development of a business information system. Concepts taught include systems modeling of business processes, requirement analysis, logical and conceptual design, prototype development, testing, and implementation strategies. Upon completion, students should be able to analyze a business problem and design an appropriate solution using a combination

of tools and techniques. Prerequisite: BCOR 2710 with a grade of C (2.0) or higher, or consent of instructor and approval of Associate Dean.

ISBA 3730 Programming for Business Applications 4 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, including problem analysis, program design, documentation, testing and debugging. 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, along with web, data, and analytics applications; giving students hands-on practical experience with defining and solving problems; and illustrating to students how their programming skills can be translated into working business applications. Prerequisite: BCOR 2710 with a grade of C (2.0) or higher.

ISBA 3797 Internship 1

ISBA 4715 Developing Business Applications Using SQL 4 Students looking to work with data must know how to extract data from databases using SQL (Structures Query Language). Students will gain hand-on SQL experience to create databases, construct complex relational queries, develop database programs (views, transactions, triggers, functions, and stored procedures), and write Python code to issue SQL queries for analytics and application development purposes. The SQL syntax covered is supported by many popular databases, such as Oracle, MySQL, Microsoft SQL Server, and PostgreSQL. The course will cover SQL usage for common roles such as a software developer, data scientist, and a business analytics manager. Prerequisites: ACCT 3140 or BCOR 2710; and AIMS 3710 or ISBA 3710, all with a grade of C- (1.7) or higher.

ISBA 4740 Financial Modeling and Analytics 4 This course develops spreadsheet modeling skills and quantitative analysis tools including VBA and Python 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 as well as techniques for collecting, processing, visualizing, and exploring semi-structured financial data for analysis. Prerequisites: BCOR 3750, and BCOR 3410 or FNCE 3400, all with a grade of C (2.0) or higher.

ISBA 4750 Business Web and App Development 4 This course will focus on the development of front-end web applications for business at enterprise level and creation of CRUD business mobile app by using low-code platforms that are built for speed, collaboration, and control. The purpose of this course is twofold: 1) provide a valuable opportunity for students to create professional grade web applications and publishable mobile app towards building up their technical portfolio, 2) provide a solid foundation for students to meet the real-world challenges in user interface design for technical applications. Prerequisite: AIMS 3710 or ISBA 3710 with a grade of C (2.0) or higher.

ISBA 4755 Introduction to Big Data 4 Ability to process and draw valuable business insights from big data has become central to competitiveness and survival for many industries. However, older and current technologies are not effective in handling big data, and the challenges have pushed the industry to invent fundamentally new ways of capturing, storing, retrieving, processing, and analyzing data. This course introduces students to the fundamental concepts of big data, their sources, and how analytics on big data are designed and implemented. With that foundation, this course will expose students to big data and related new generation platforms and technologies. Students will gain

insights into the challenges and techniques of analyzing unstructured data that are generated through various social media and other interactive platforms. Students will also learn the fundamentals of non-relational NoSQL databases, distributed file system, and massively parallel processing used extensively in big data processing. The course will also students to acquire introductory-level proficiencies in hands-on skills involving some big data platforms and tools such as Hadoop, Spark, HBase, etc., or other similar platforms. After completing this course, students will be able to analyze the big data needs and challenges of an organization and recommend choice of tools, technologies, architecture, and implementation strategies needed to capture, process, and turn "Big Data" into actionable business insight. Prerequisites: ACCT 3140 or BCOR 2710; and AIMS 3730 or CMSI 185 or ISBA 3730, all with a grade of C (2.0) or higher; or consent of instructor and approval of Associate Dean.

ISBA 4760 Data Visualization and GIS 4 This course will equip students with principles, skills, tools, and techniques in data visualization. First, by using exploratory visualization, students will be able to be familiar with the data and provide insights on the state of the data. Second, through explanatory visualization, students will be able to tell a story about the data, present meaningful reports to non-technical persons, managers, and executives. Third, students will learn about spatial thinking though the use of Geographic Information Systems (GIS). With this tool, students will be able to uncover spatial relationships and perform spatial analyses. ISBA Majors only Prerequisites: AIMS 2710 or BCOR 2710 or ACCT 3140 with C or better.

ISBA 4770 Cybersecurity 4 This course will present the development and maintenance of the enterprise cybersecurity life-cycle. Students will learn how to design a comprehensive and resilient cybersecurity program in alignment with business objectives in a hands-on lab and project-based learning environment. Other topics include implementation and management of security operations, security assessments and remediation of deficiencies, security intelligence, and incident response. ISBA Majors only. Prerequisites: AIMS 2710 or BCOR 2710 or ACCT 3140 with C or better

ISBA 4790 Machine Learning 4 Machine Learning (ML) techniques, tools, and algorithms are extensively used in providing "predictive analytics" insight to businesses. In this course, students will acquire skills to build predictive models from a given dataset to answer certain predictive business questions and learn how to deploy such models in an IT environment. During this course, students will dive deep into the inner workings of a number of supervised and unsupervised ML algorithms, learn their computer implementations in platforms such as Python, R, or other similar technologies. Students will gain knowledge of the comparative strengths and weaknesses, and understand how to choose specific algorithms to solve different types of predictive problems. They will also learn topics such as feature engineering, dimensionality reduction, model performance evaluation, performance boosting and tuning. Prerequisites: ACCT 3140 or BCOR 2710; AIMS 3730 or CMSI 185 or ISBA 3730; BCOR 3750, all with a grade of C (2.0) or higher; or consent of instructor and approval of Associate Dean.

ISBA 4796 Capstone Proposal Development 1 Prerequisite: BCOR 2710 with a grade of C (2.0) or higher.

ISBA 4797 Capstone Project 4 This course presents a student with a challenge and an opportunity to build a portfolio-worthy project to solve a real business problem by integrating business and technical knowledge and skills. For employers, it represents a clear snapshot of a student's understanding of the subject matter and their ability to identify a meaningful project and exercise initiative. It also

presents students with first-hand experience to develop project management, teamwork, and communication skills critical for an IT career. A project proposal and instructor consent are required. Prerequisites: AIMS 3710 or ISBA 3710; AIMS 3730 or CMSI 185 or ISBA 3730; BCOR 3750, all with a grade of C (2.0) or higher. University Core fulfilled: Flags: Oral Skills, Writing.

ISBA 4798 Special Studies 1 TO 4

ISBA 4799 Independent Studies 1 TO 4

INTERNATIONAL BUSINESS STUDIES

INBA 2898 Special Studies 1 TO 4

INBA 3851 Building Global Career Competence 4 This course combines experiential learning during study abroad with conceptual learning assignments to build critical global career competencies. The course involves relevant and challenging international consulting work experience, exposure to the working and cultural environments of an international setting, building skills for international adjustment and successful management of international assignments, networking and building potentially valuable international professional, and developing insights for future career planning within a global context. Prerequisite: BCOR 3610.

INBA 4830 International Management 4 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 identify and evaluate the opportunities and challenges facing managers operating in international business contexts and come up with solutions to the identified problems. Specifically, the course will familiarize students with the major concepts and paradigms in international management, enhance an awareness of the impact of internationalization on firms, develop the ability to analyze MNC's strategies and behaviors, and suggest solutions to the problems identified in managing organizations and people across borders. (See MGMT 4630.) Prerequisites: BCOR 3610 and BCOR 3860.

INBA 4840 International Entrepreneurship 4 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.) Prerequisite: BCOR 3860.

INBA 4855 Cross-Cultural Leadership 4 This academically-rich, experiential, and collaborative course examines what constitutes effective leadership across cultures that comprise our global marketplace as well as our culturally-complex cities, communities, nations, and regions (including the Los Angeles/Southern California business environment). Students will learn and analyze how national/social cultural context affects leadership style, communications, conflict negotiation, and ethical decision making; examine the need for and value of cross-cultural competence for leaders and organizations; apply theories, models, and personal experiences to real-world leadership scenarios; and develop as cross-cultural leaders. (See MGMT 4640.) Junior or senior standing required.

INBA 4872 Managing a Global Workforce 4 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. Prerequisites: BCOR 3610 and BCOR 3860.

INBA 4876 Marketing Strategy in the Global Environment 4 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. (See MRKT 4576.) Prerequisite: BCOR 3510.

INBA 4880 International Finance 4 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: BCOR 3410 and BCOR 3860.

INBA 4895 Global Sustainability: Challenges and Prospects in East Asia 4 This course explores cross-disciplinary theory and practice of sustainability within a global context, and with an emphasis on East Asia. This course includes a two-week tour abroad to enrich student learning through direct international experience. (See MGMT 4695.) Open to all majors of junior or senior standing. Consent of instructor required.

INBA 4898 Special Studies 1 TO 4

INBA 4899 Independent Studies 1 TO 4 Requires approval of the Associate Dean.

INTERNSHIP

ICBA 2100 CBA Internships 0 TO 1 Students in this course will complete an internship while reflecting on how it relates to their College of Business Administration coursework, professional skills, and career goals. This is a virtual course that includes assignments designed to expand your professional network, while developing strategies for the full-time job search. Students considering this course are strongly encouraged to work with Career and Professional Development (CPD) in the term preceding their internship. To successfully identify and apply to opportunities, please schedule an appointment with a career coach via Handshake, or stop by CPD to meet with a Peer Advisor. Credit/No Credit grading.

MBA PROGRAM

MBAA 603 Business Statistics 3 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 6010 Managing People and Organizations 3 This course presents insights from a variety of academic disciplines, including management, psychology, sociology, economics, and political science, to understand the processes through which people work together in organizations. Focus on topics such as leadership, motivation, diversity, decision-making, and organizational culture.

MBAA 6020 Financial and Managerial Accounting 3 This course surveys the basic concepts of the accounting discipline, encompassing principles, current practices, and trends, and the activities involved in understanding and interpretation of accounting systems from a manager's perspective. Emphasis is placed on developing an interface with other areas of business.

MBAA 6030 Global Economic Structures and Systems 1.5 This course adopts a thematic approach to applying economic concepts to solving contemporary real-world business problems. These problems are analyzed from the perspective of an entrepreneur, a business manager, and an economic policy maker. Specific themes include understanding economic terminology, issues and methods; identifying determinants of supply and demand; understanding the economics of the firm, characterizing alternative market structures, measuring aggregate demand and supply, and understanding the implications of various government economic policies.

MBAA 6040 Managing Markets and Customer Relationships 3 An applied, case-based course which 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. The primary foci of the course will be upon the effects of uncontrollable factors in the environment and the controllable variables essential to marketing success including market analysis, product decisions, pricing, distribution, and promotion.

MBAA 6050 Managing Operations 1.5 The course is an overview of modern concepts in Operations Management. Emphasis is placed on Productivity Management/Operations Strategy, Time Series Forecasting, Facility Location Strategy, Processing and Layout Strategy, Aggregate Planning Strategy, Supply-chain/Inventory Management, and Quality Management.

MBAA 6060 Strategic Management 3 An applied course which develops strategic thinking skills to enable managers to position the business to achieve and sustain superior competitive performance. 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. Prerequisites: MBAA 6010, MBAA 6040, MBAA 6050, and MBAA 6070.

MBAA 6070 Managing Financial Resources 3 The course covers the methods and instruments useful to financial managers of business enterprises for making investment, payout, and financing decisions, and in managing working capital. Prerequisite: MBAA 6020.

MBAA 6080 Data, Models, and Decisions 3 The course introduces students to the process of understanding, displaying, visualizing, and transforming data into insight in order to help managerial decision makers make better, more informed, data-driven decisions. The course provides a basic introduction to descriptive analytics, including visualization, predictive analytics, and preliminary exposure to some aspects of prescriptive analytics. The approach taken by the course is very practical and applied: hands-on learning is the central focus of the course. For each topic, a case/problem analysis will require the use of Excel and other specialized analytics and decision-making software.

MBAA 6090 Managing Information Systems 3 This course is designed to introduce the MBA student to key IT concepts and to enhance understanding of the issues that business executives face when developing and managing information systems. By completing the course, the student will be better equipped to make IT-related decisions, to participate in IT projects, and to knowledgeably communicate with IT experts.

MBAA 6100 Managing International Business 3 This course broadens MBA students' perspective and helps them develop in-depth understanding of international business theories and practices. Students will learn about complex issues in different political, legal, economic, monetary, and socio-cultural systems and how they influence business operations. Students will study the key theories, government policies, and current trends of international trade and foreign direct investment. Students will also examine various market entry modes, strategy choices, as well as organization and management approaches. Through this course, students will acquire skills and knowledge necessary for evaluating international opportunities and challenges and for managing international expansion and operations. Prerequisites: First-year MBA core courses.

MBAC 613 Consumer Behavior 3 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 6040.

MBAC 614 Marketing Research 3 Students will understand the role of research and analytics within organizations' strategic efforts to meet marketing goals, targets, and objectives. Students will be able to generate valid data and relevant insights using appropriate research methodologies. Special attention is dedicated to developing competencies so that students will be able to utilize available data and apply analytical insights in developing strategies, solving problems, and leveraging opportunities in the marketplace. Prerequisite: MBAA 6040.

MBAC 616 Customer Relationship Management Analytics 3 Customer relationship management (CRM) is a business strategy paradigm that focuses on the systematic development of ongoing, collaborative customer relationships as a key source of sustainable competitive advantage. CRM represents a fundamental change in approach from traditional marketing; the goals shift from market share to share of customer. Operating under the assumption that competitive advantage is often gained through building customer equity, this course introduces the theory and practical implementation of customer relationship management strategies using customer databases. CRM Strategy Topics include: fundamentals of CRM strategy, customer profiling, measuring customer lifetime value, customer profitability analysis, customer loyalty programs, and CRM technology overview. CRM Analytic Topics include: modeling customer lifetime value with linear regression, logistic regression for churn prevention, modeling time to reorder with survival analyses, association rules for

market basket analyses, and customer profitability analyses. Students will be introduced to R programming and Excel-based analytic tools. (See BSAN 6050.) Prerequisite: Completion of a college statistics course in the last four years with a grade of B or higher.

MBAC 620 Global Marketing Strategy 3 Concepts, principles, processes, and implications relevant to gaining competitive advantage in the global marketplace are examined. Topics include analysis of the company environment, identification of the company's competitive strategy, assessment of segments and identifying target markets, entry and expansion into the global marketplace, development of global positioning and marketing strategies, and standardization and adaptation strategies. Also listed under MBAG 620. Prerequisite: MBAA 6040.

MBAC 621 Pricing Strategy 3 The focus of this course is on the function of price as a driver of profit. Particular attention is given to the roles of customers, costs, and competitors as key concerns when developing pricing strategies. All aspects of pricing within the marketing and business environment are examined including theories and models of pricing strategy and common pricing techniques used in contemporary business practice. Theoretical elements from psychology, economics, accounting, and finance are addressed. Prerequisite: MBAA 6040.

MBAC 635 Information Technology Security 3 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. Prerequisites: MBAA 6020 and MBAA 6090.

MBAC 647 International Marketing 3 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 6040.

MBAC 660 Marketing Strategy 3 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 6040.

MBAC 662 Product and Brand Management 3 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 6040 or MBAA 6060.

MBAC 663 Business-to-Business Marketing 3 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 6040.

MBAC 664 Advertising and Promotional Strategy 3 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 6040.

MBAC 680 Building an eCommerce Business in a Semester 3 Using a practitioner's approach combined with the exposure to necessary knowledge of eBusiness management, strategy, technology, and operations, this course examines how to build a successful eBusiness including a functional eBusiness website. The focus is primarily on the knowledge needed to build a consumer centric eBusiness (B2C). Also listed as MBAD 680 and MBAH 680. Prerequisites: MBAA 6040 and MBAA 6090.

MBAC 698 Special Studies 1 TO 3 Prerequisite: As designated by the MBA and MS Programs Office.

MBAC 699 Independent Studies 1 TO 3 Prerequisites: MBAA 6040.

MBAD 619 Risk Analysis and Financial Modeling 3 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 6050 and MBAA 6070.

MBAD 635 Information Technology Security 3 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 MBAC 635. Prerequisites: MBAA 6020 and MBAA 6090.

MBAD 680 Building an eCommerce Business in a Semester 3 Using a practitioner's approach combined with the exposure to necessary knowledge of eBusiness management, strategy, technology, and operations, this course examines how to build a successful eBusiness including a functional eBusiness website. The focus is primarily on the knowledge needed to build a consumer centric eBusiness (B2C). Also listed as MBAC 680 and MBAH 680. Prerequisites: MBAA 6040 and MBAA 6090.

MBAD 698 Special Studies 1 TO 3 Prerequisite: As designated by the MBA and MS Programs Office.

MBAD 699 Independent Studies 1 TO 3 Prerequisites: MBAE 601 and MBAA 603; or MBAA 6010, MBAA 6020, MBAA 6030, MBAA 6040, MBAA 6050, MBAA 6060, MBAA 6070, MBAA 6080, and MBAA 6090.

MBAE 601 The Legal and Ethical Environment of Business 3 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. This course satisfies the Business and Society requirement.

MBAE 613 Performance Management 3 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 MBAH 613. Prerequisite: MBAA 6010.

MBAE 630 Strategic Human Resource Management 3 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 6010.

MBAE 636 Managing Organizational Change and Development 3 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. Prerequisite: MBAA 6010.

MBAE 637 International Management of Human Resources 3 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 an international and culturally diverse workforce. Also listed as MBAG 637. Prerequisite: MBAA 6010.

MBAE 650 Environmental Strategy 3 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. This course satisfies the Business and Society requirement. Prerequisite: MBAA 6010.

MBAE 651 Ethical Issues in Business 3 This course will identify and examine critical business ethics issues for the 21st century enterprise, studied through the frameworks of (a) applied organizational ethics and, (b) sustainable development and the Sustainable Development Goals (SDGs). Special

emphasis will be placed on ethical leadership, ethical reasoning and decision-making, the skills of ethical leadership, and the imperative of sustainable development as a lens for examining business as a force for good. This course satisfies the Business and Society requirement. Prerequisite: MBAA 6010.

MBAE 685 Power, Politics, and Negotiation in Organizations 3 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. Prerequisite: MBAA 6010.

MBAE 698 Special Studies 1 TO 3 Prerequisite: As designated by the MBA and MS Programs Office.

MBAE 699 Independent Studies 1 TO 3 Prerequisites: MBAE 601 and MBAA 603 ; or MBAA 6010, MBAA 6020, MBAA 6030, MBAA 6040, MBAA 6050, MBAA 6060, MBAA 6070, MBAA 6080, and MBAA 6090.

MBAF 610 Financial Statements Analysis and Valuations 3 This course will cover the theory and practice of financial statements analysis and valuation. Students will learn how to use theory and data to solve challenging business problems with incomplete information. Students will become comfortable with using financial modeling as a tool to help them perform financial analysis and make decisions. Note: This course is required for the Finance concentration and is only offered in the Fall semester. Prerequisite: MBAA 6070.

MBAF 611 Financial Markets 3 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 6070.

MBAF 614 Accounting and Finance Concepts for Strategic Planning 3 Through the lens of a Chief Financial Officer, this course aims to highlight common mistakes in strategic planning and prepare students to convincingly document critical financial assumptions, incorporating global trends, ethics, and real-world risk management. Key concepts that help to evaluate initial funding, cash flows, and return on investment in formats used in banks and boardrooms are examined. Prerequisite: MBAA 6070.

MBAF 619 Risk Analysis and Financial Modeling 3 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 6050 and MBAA 6070.

MBAF 620 Entrepreneurial Finance 3 The course equips students the key relevant skills necessary for financial planning and projection for a startup or a new project. Students are introduced to the various concepts, resources, and strategies for financing a new and growing venture as well as the different exit alternatives that it may be eventually exploring. The course also covers the key tactics and approaches to negotiating a financial deal from the vantage points for both the entrepreneur and the investor. The class is ideal for aspiring entrepreneurs as well as anyone interested in pursuing a career in investment banking, venture capital, or private equity. Also listed as MBAH 620. Prerequisite: MBAA 6070.

MBAF 623 Investments 3 Presents portfolio theory and security analysis. Describes the market for each security and available investment strategies. Presented from a personal investor perspective. Prerequisite: MBAA 6070.

MBAF 624 Mergers and Acquisitions 3 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 6070.

MBAF 625 Real Estate Investments and Entrepreneurship 3 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 6070.

MBAF 628 The CFO Perspective 3 The roles and responsibilities of the Chief Financial Officer (CFO) in multiples industries and contexts are examined in depth to understand the relationships among the financial, operational, and strategic issues of the firm. Multiple perspectives on the role of the CFO are explored. Prerequisites: MBAA 6020 and MBAA 6070.

MBAF 648 International Finance 3 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. Also listed as MBAG 648. Prerequisite: MBAA 6070.

MBAF 698 Special Studies 1 TO 3 Prerequisite: As designated by the MBA and MS Programs Office.

MBAF 699 Independent Studies 1 TO 3 Prerequisites: MBAE 601 and MBAA 603; or MBAA 6010, MBAA 6020, MBAA 6030, MBAA 6040, MBAA 6050, MBAA 6060, MBAA 6070, MBAA 6080, and MBAA 6090.

MBAG 620 Global Marketing Strategy 3 Concepts, principles, processes, and implications relevant to gaining competitive advantage in the global marketplace are examined. Topics include analysis of the company environment, identification of the company's competitive strategy, assessment of segments and identifying target markets, entry and expansion into the global marketplace, development of global positioning and marketing strategies, and standardization and adaptation strategies. Also listed as MBAC 620. Prerequisites: MBAA 6040 and MBAA 6100.

MBAG 630 Emerging Markets 3 Knowledge and applied skills in international business venture creation in emerging markets are developed. Structured around the business venture start-up process, key international business transactions, country business environment, and business applications in cross-cultural settings in emerging markets are addressed through student feasibility studies of international business venture start-up in emerging markets. Prerequisite: MBAA 6100.

MBAG 637 International Management of Human Resources 3 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 an international and culturally diverse workforce. Also listed as MBAE 637. Prerequisites: MBAA 6010 and MBAA 6100.

MBAG 640 Global Strategy 3 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. Prerequisites: MBAA 6010 and MBAA 6100.

MBAG 641 International Management 3 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. Prerequisites: MBAA 6010 and MBAA 6100.

MBAG 646 International Entrepreneurship 3 The course focuses on international small business venture initiation process and seeks to develop students' knowledge in three components of international entrepreneurship: initiating entrepreneurial venture, managing complex international business transactions, and dealing in multicultural business environments. The course consists of lectures, case discussions, and an international entrepreneurial business project. Also listed as MBAH 646. Prerequisites: MBAA 6010, MBAA 6040, MBAA 6070, and MBAA 6100.

MBAG 647 International Marketing 3 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. Prerequisites: MBAA 6040 and MBAA 6100.

MBAG 648 International Finance 3 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. Also listed as MBAF 648. Prerequisites: MBAA 6070 and MBAA 6100.

MBAG 698 Special Studies 1 TO 3 Prerequisite: As designated by the MBA and MS Programs Office.

MBAG 699 Independent Studies 1 TO 3 Prerequisites: MBAE 601 and MBAA 603.

MBAH 611 New Venture Creation 3 This course has been designed to provide students with an overall understanding of the concept of entrepreneurship and small business management, and to prepare them for starting, surviving, and succeeding in business. A major thrust of this course is developing a solid business concept, which involves identifying problems, finding one or more solutions, building a series of Minimal Viable Products (MVPs) and testing/validating the concept (market validation),

modifying the business model (pivoting), and formulating a professionally constructed workable plan (business pitch deck/plan). Prerequisites: MBAA 6010, MBAA 6040, and MBAA 6070.

MBAH 613 Performance Management 3 Key principles, methods, and techniques are presented for enhancing employee productivity through performance problem analysis, work design, coaching, training and skill development, performance appraisal system design and implementation, employee correction and discipline, interpersonal communication skills, team development and management, empowerment, and other formal and informal performance management systems. Includes Human Resource performance management issues and methods appropriate for the small- and medium-sized enterprise. Critical legal aspects of performance management are also covered. Also listed as MBAE 613. Prerequisite: MBAA 6010.

MBAH 616 Creativity and Innovation Management 3 In this course, students discover what innovation and creativity really are and why they are more important than ever to sustaining success. They learn how to build an intellectually diverse team and an organizational culture to spark creativity. They also explore powerful tactics for brainstorming ideas for new products, services, processes, and business models. The class consists of lectures, readings, and guest lectures to explore strategies and best practices.

MBAH 617 Entrepreneurship and Law 3 The course focuses on the major legal issues relevant to starting and growing an entrepreneurial enterprise. Some of the key topics covered include the legal, financial, and other business strategies associated with incorporation, intellectual property (patent, trademark, copyright), founder agreement, adviser agreement, operating agreement, financing term sheet, and contract and investor rights agreement. Other topics often discussed include lease agreement, labor laws, and franchising agreement, among others. Prerequisite: MBAA 6010.

MBAH 618 Entrepreneurial Marketing 3 How do successful startups market (and sell) their products/services when they are so limited in time, people, and finances? The course has been designed to provide students with some of the most innovative and relevant marketing strategies and methods employed by startups and other early-stage or financially-constrained companies. In this course, students will explore the latest best practices in "growth marketing," e.g., effective use of online advertising methods (e.g., Google AdWords, search engine optimization, and Facebook/Instagram advertising), crowdfunding (e.g., Kickstarter), influencer marketing, unpaid media promotion, as well as many offline methods of promotion. Students get their "hands dirty" designing advertisements and measuring performance ("analytics") of their actions. Prerequisite: MBAA 6040.

MBAH 619 Business Incubation 3 In this course, students develop first-hand experience in starting, planning, running, and growing one or more new venture(s). Each startup sets clear goals and milestones and works diligently to achieve them by the end of the course. The course consists of a weekly team progress presentation, coaching by the instructor and mentors, and guest lectures by experts relevant to the startup projects in class. The course culminates with an Incubator Showcase and a presentation to the business community at the end of the semester. Prerequisite: MBAA 6010.

MBAH 620 Entrepreneurial Finance 3 The course equips students the key relevant skills necessary for financial planning and projection for a startup or a new project. Students are introduced to the various concepts, resources, and strategies for financing a new and growing venture as well as the different exit alternatives that it may be eventually exploring. The course also covers the key tactics

and approaches to negotiating a financial deal from the vantage points for both the entrepreneur and the investor. The class is ideal for aspiring entrepreneurs as well as anyone interested in pursuing a career in investment banking, venture capital, or private equity. Also listed as MBAF 620. Prerequisite: MBAA 6070.

MBAH 624 Mergers and Acquisitions 3 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 6070.

MBAH 625 Real Estate Investments and Entrepreneurships 3 An entrepreneurial approach to real estate investment built around financial modeling, market area supply and demand analysis, risk analysis, mortgage alternatives, and taxation impacts. Merits of real property investment options and strategies are presented in a "real world" context. Also listed as MBAF 625. Prerequisite: MBAA 6070.

MBAH 646 International Entrepreneurship 3 The course focuses on international small business venture initiation process and seeks to develop students' knowledge in three components of international entrepreneurship: initiating entrepreneurial venture, managing complex international business transactions, and dealing in multicultural business environments. The course consists of lectures, case discussions, and an international entrepreneurial business project. Also listed as MBAG 646. Prerequisites: MBAA 6010, MBAA 6040, and MBAA 6070.

MBAH 650 Social Entrepreneurship 3 This course is an introduction to the field of social entrepreneurship--the process of using an entrepreneurial mindset and business skills to create innovative approaches to addressing societal problems. Various concepts and examples of social entrepreneurship (both not-for-profit and for-profit models) are examined through theoretical discussion and case studies. Students will explore their own solutions to a social problem of their choice. This course satisfies the Business and Society requirement. Prerequisite: MBAA 6010.

MBAH 673 New Product Design and Development 3 This course is a team-taught course (professors from Engineering and MBA) that is cross-listed with MECH 653/SYEG 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 6040 and MBAA 6070.

MBAH 680 Building an eCommerce Business in a Semester 3 Using a practitioner's approach combined with the exposure to necessary knowledge of eBusiness management, strategy, technology, and operations, this course examines how to build a successful eBusiness including a functional eBusiness website. The focus is primarily on the knowledge needed to build a consumer centric eBusiness (B2C). Also listed as MBAC 680 and MBAD 680. Prerequisites: MBAA 6040 and MBAA 6090.

MBAH 698 Special Studies 1 TO 3 Prerequisite: As designated by the MBA and MS Programs Office.

MBAH 699 Independent Studies 1 TO 3 Prerequisites: MBAE 601 and MBAA 603.

MBAI 611 Seminar in Business and Capitalism 3 Business and Capitalism is an historical analysis of

systems of economic and political thought, examined from the perspective of the practice of business. In particular, the roles of capitalism, socialism, and numerous other economic systems will be explored in detail, as well as the manners by which the parameters of business and commerce are shaped and constrained within each of these systems. Students will be encouraged to examine and refine their own values and beliefs as they relate to these systems, and to their own future careers in business. MBA students only. Prerequisites: MBAA 601-609 or MBAA 6010-6090.

MBAI 688 CMS Preparation--Fall 0 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.

MBAI 689 CMS Preparation--Spring 0 This non-credit workshop introduces students to the Comparative Management Systems course that takes place during the summer term and provides important pre-departure information about the trip abroad.

MBAI 690 International Regional Strategies: Cultural and Industrial 3 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 MBAI 689 or completion of the new core (MBAA 6010-6100) plus MBAI 688 and MBAI 689.

MBAI 691 Comparative Management Systems (CMS) 3 This course teaches students to critically analyze the market forces, political and economic considerations, and management issues that face global managers. Students will participate in a team project requiring research and analysis of an industry in a particular region of the world, including an international trip to two or more countries.

MBAI 692 Integrative Project 3 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 and his/her field of study and provides a definite state of the art advancement. Prerequisite: MBAI 690.

MBAI 697 Internship Experience 0 This zero-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 0 TO 3

MBAI 699 Independent Studies 0 TO 3

MBAP 6110 Financial Accounting 2 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 6120 Managerial Accounting 2 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 6210 Fundamentals of Finance 2 This course establishes the fundamentals of financial analysis, including analyzing financial statements and financial ratios, time value of money and present value, valuing financial securities, risk and return, and long-term capital budgeting.

MBAP 6220 Corporate Finance and Capital Markets 2 This course reviews and builds on the finance materials covered in MBAP 6210 Fundamentals of Finance, including applying capital budgeting techniques to capital investment decisions, exploring capital structure and distribution policies, examining the structure of, and participants in, financial markets, and discussing the raising of capital in those markets.

MBAP 6230 Financing Expansion and Resolving Growth Issues 1.5 This course builds upon the material introduced in MBAP 6220 Corporate Finance and Capital Markets. This course integrates with the international expansion project and covers topics such as mergers and acquisitions, planning and forecasting for corporate growth and expansion, executive compensation, and real options.

MBAP 6310 Business Insights 2 This course is designed to facilitate students in becoming judicious users of data in strategic management. The course integrates cases and a simulation aimed at developing competencies critical to data-based managerial decisions. Students will learn to identify information needs--what information, data, and analyses would be needed--in order to ensure more effectual decisions. Special emphasis will be placed on improving students' skills in interpreting research findings and other data, and deploying such information to craft recommendations and decisions.

MBAP 6320 Big Data, Analytics, and Organizational Decision-Making 1 This course builds on the MBAP 6310 Business Insights course. It examines how companies can utilize regular data and Big Data with Business Analytics to support organizational decision-making. Students learn about the role of Big Data in organizational decision-making, examine the types of traditional and Big Data architecture needed to create analytics-ready data that can be used for decision-making process; and learn how to apply analytics to inform better decisions.

MBAP 6330 Applied Business Economics 1 This course applied 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 6340 Applied Macro Economics 1 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 6410 Marketing Management 2.5 This course is to introduce students to a basic understanding of marketing's role in accomplishing an organization's mission. Students will learn the basic concepts of marketing, including segmentation, targeting, differentiation, positioning, buyer behavior, and the elements of the marketing mix--product, pricing, placement, and promotion (4Ps).

MBAP 6420 Strategic Marketing 3 This course builds upon the marketing concepts and processes explored in MBAP 6410 Marketing Management and further introduces the philosophy and practices of strategic marketing. Students will learn a variety of marketing tools available to the firm and how to utilize individual marketing tools to create and implement sustainable marketing strategies and marketing activities.

MBAP 6510 Executive Communications I 1 This course includes basic elements of corporate communication strategy with an emphasis on writing, presenting, and listening.

MBAP 6520 Executive Communications II 1 Emphasizes developing and delivering effective presentations.

MBAP 6530 Negotiations 1 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 6610 Human Capital Management 2.5 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 6650 Management and the Technological Future 1 The course focuses on technology, which is ubiquitous in management of the modern business. How technology develops and changes, technology management, and the implications for the firm of new technologies are addressed. It also examines key technologies likely to impact the future of the modern firm.

MBAP 6670 Strategic Management 2.5 This course 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 6710 Strategic Opportunity Assessment .25 TO 1.25 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 6720 Strategic Opportunity Implementation 3 This skill application project is a comprehensive implementation plan for the business opportunity identified and evaluated in the Module 3 skill application project.

MBAP 6730 International Negotiations .5 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 6750 Business in the International Environment I 2 Helps students understand the intricacy of the global political economy by understanding the issues involving international trade and investment for multinational corporations.

MBAP 6760 Business in the International Environment II 1.5 This course supplements MBAP 6720 Strategic Opportunity Implementation. Students draw on the international field trip's lectures, site visits, presentations, and cultural experiences to gain insights and key "lessons learned" regarding the unique issues, challenges, and potential benefits of conducting business in an international setting. The course includes identifying and assessing major trends (e.g., economic, political, cultural) impacting a U.S. firm seeking to conduct business in a foreign setting and applying the insights gained from their international field trip experience to their own respective individual work environments.

MBAP 6810 Introduction to Executive Leadership 2.5 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 6820 Leadership Foundations 2 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 6830 Executive Leadership 1.5 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 emphasizes 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 6840 Professional Development .5 TO 1.5 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 6850 Ethics and Spirituality in the Workplace .5 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. Credit/No Credit grading.

MBAP 6880 Leadership Practicum 1 This course provides a forum for applying and strengthening leadership and team building skills. Through classroom and experiential learning activities, students will gain insight into their own leadership style and use it more effectively.

MBAP 6910 Managing Innovation 3 This course introduces students to the innovation process within organizations. It examines the leadership, management, organizational, and cultural factors that either facilitate or inhibit innovation in organizations, whether it be in systems for new product development, services, operations, management, or administration. Students will research leading

companies to identify and understand factors critical for their ability to sustain innovation. Upon completion of the course, students will gain an understanding of how innovation can contribute to a firm's strategy for sustaining competitive advantage.

MBAP 6920 Field Study: Innovation in Practice 2 This course supplements the Managing Innovation course (MBAP 6910). The main component of the course is a domestic field trip to leading companies to study how their leadership, management, organizational, and cultural factors contribute to sustaining innovation in their respective organizations.

MBAP 6950 New Venture Start Up 3 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 6970 Field Consulting Project 1 TO 4 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 6998 Special Studies 1 TO 4

MBAP 6999 Independent Studies 1 TO 4

MBAW 6307 Management Leadership Workshop: Planning Your Future 0 Focuses on strategies and tactics that students can leverage now and throughout their professional career. Topics include resume and LinkedIn profile development, interview skills, networking, employer engagement, and other related topics. Key outcomes include ensuring individuals better understand how to define and communicate their individual professional identity and value to employers across diverse fields and industries that represent a best career fit, and to take actions to maximize their chances at career success. Credit/No Credit grading.

MBAW 6400 MBA Orientation 2 Two-day introduction to the MBA Program. Credit/No Credit grading.

MBAW 6402 The Elements of Becoming A Strategic Leader 1 The main emphasis is on the skills the enable leaders to improve their ability to achieve pre-set goals through others, be it subordinates, and/or other team members. First and foremost is the honing of the ability to perform Critical Analysis of problem situations that lead to creative approaches to solving them. Leadership is the centerpiece of the session, and its key elements, including styles and approaches, self-assessment of personal strengths, and the spiritual elements that contribute to achieving organizational effectiveness and ultimate success. Credit/No Credit grading.

MARKETING

MGEM 6101 Global Environment and Business Trends 1.5 An overview of major forces and trends of the world: including but not limited to the economic, political, demographic, and technological

forces, and trends in globalized competition and globalized cooperation in business. Of particular interest to this group of students, their deep understanding of such forces and trends should help them to spot meaningful opportunities and threats that would allow fruitful entrepreneurial pursuit.

MGEM 6102 Technology Appreciation and Intellectual Property Management 3 A broad scale survey of new and emerging technologies, including but not limited to, information and digital technology, material science and nanotechnology, life science and bio-technology, and space technology. To couple with their general understanding and appreciation of these business-opportunity-laden technologies, this group of students should also study different legal protections (or little or no protection) given to patents and other forms of intellectual property in the U.S., in Europe, in Asia, and in the rest of the world. Cases may be used to study how successful companies have managed their creation, protection, exploitation of intellectual property rights globally.

MGEM 6103 Common Ground in Corporate Valuation and Accounting 3 After a tough financial crisis that ended in a very severe economic crisis globally, it makes sense to become well versant in managing the financial assets and liabilities of a company. This includes grasping the complexity of the financial instruments which CFOs now must use in order to maximize the value of a company. Students will deepen their understanding of finance by reviewing Accounting principles, including the introduction of tools and resources to better manage financial issues in the future.

MGEM 6104 Cross-Cultural Management and Ethical Business Practice 3 This course focuses on the cultural and ethical aspects of management and business practice. Although EU and other regional and global treaties have reduced many structural barriers, businesses still face various cultural and ethical challenges in different parts of the world. Among other things, this course will expose students to several traditional values systems, such as Christianity, Buddhism, and Confucianism; certain contemporary value systems, such as social welfare system and environmentalism; and social roles of various institutions, such as governments, churches, families, and businesses. This is a foundation course on cross-cultural and ethical issues. A number of functional area courses will expand from this base to address cross-cultural and ethical issues in respective business functional areas.

MGEM 6105 Consulting Projects 1.5 In this course you will work closely with faculty at IQS as well as with a European company to complete a consulting project, focused on a particular problem identified with the company. This will also include structured time with the faculty sponsor to review the company assignments and with the company, either at their location, or at IQS, working on projects for the company. Successful completion of this course is required by IQS in order to complete the Master in Entrepreneurial Management.

MGEM 6201 Operations Management and Supply Chain Management with a Global Perspective 3 Globalized production and outsourcing have become a norm in business. Assuming these students have already been familiar with general principles and methodologies of operational efficiency and optimization, this course will focus on the challenges associated with country borders. Among other things, this course will examine import/export control, customs inspection and delays, licensing, certification, environmental protection rules, and a whole host of other complications. These factors vary from one country to another, and complicates businesses' decision making in their operations management and supply chain management.

MGEM 6202 Special Topics in Global Entrepreneurship and Management 1.5 This course is designed to inspire and stimulate the entrepreneurial spirit within individuals who are passionate about taking a business idea to market. Business plan is a crucial first step towards the realization of the business venture because a good business plan assists would-be-entrepreneurs to evaluate the marketability and viability of their business ideas and concepts; assists bankers and investors make funding decision based on evaluation of the business plan; and assists business owners assess how well their internal capabilities respond to the demand of the external business environment.

MGEM 6203 Corporate Finance with a Global Perspective 3 This course will focus on the challenges associated with multiple macro economic and financial parameters. With multiple currencies and different economic outlooks, businesses still have to develop a series of future cash flow estimates to do capital budgeting. With different costs of capital in different countries, and different risk levels associated with various financial instruments, decision on a global business's capital structure becomes a lot more complex than a pure domestic business. This course will cover all of these aspects of corporate finance.

MGEM 6204 Innovation and Technology Management 3 The course aims to equip potential entrepreneurs with an understanding of the main issues in the management of innovation and technology. It also discusses how technological innovation drives the long-term competitiveness of global organizations. Innovation management, and particularly technological innovation, is inherently uncertain and risky, and most new technologies fail to be transformed into successful products and services. Therefore, the focus of the course is to discuss how firms better manage technology and innovation. Furthermore, the other focus is on critically evaluating the factors for technological innovation, and then developing strategies for managing technological innovations in the competitive global environment.

MGEM 6205 Entry Barriers and Strategic Alliance 1.5 Not all countries and markets are equally accessible for all businesses. Some countries are more protective than others, some industries are more protected than other industries in certain countries, and some of these protections are more accepted than others under certain bi-lateral or multi-lateral agreements and treaties. Such protections may be in the form of outright ban, quotas, cumbersome application and review processes, local partner requirements, local content requirements, or any other discriminative provisions. This course will examine all sorts of entry barriers in select countries and regions. To counter such barriers, this course will introduce various forms of strategic alliance and partnerships, including but not limited to joint venture, licensing, franchising, management contract, and reciprocal distribution agreement.

MGEM 6301 Cross-Cultural Marketing and Integrated Marketing Communication 3 This course focuses on applying marketing principles to customer segments in cultural environments other than your own. Studying their needs and preferences, adjusting product attributes to meet their tastes, introducing services that fit their expectations, and other similar customized treatments are effective steps in cross-cultural marketing. Of particular importance, designing and executing a customized and integrated marketing communication program in this context is crucial. As a business expands internationally or penetrates another ethnic consumer segment, promotional messages should be carefully examined and perhaps re-crafted, and communication media be carefully selected to effectively reach the target audience.

MGEM 6302 Business Analytics in the Global Context 3 This course introduces concepts, tools, methods, and applications of modeling and strategic decision-making in business. Students will develop a working knowledge of quantitative data-driven decision-making approaches. This course is aimed at providing students, as future entrepreneurs and managers, with the set of tools and skills needed to make intelligent and critical use of data in systematic decision making.

MGEM 6303 Social Entrepreneurship 1.5 Social Entrepreneurship is an emerging and rapidly changing field dedicated to the starting and growing social mission-driven for-profit and nonprofit ventures - that is, organizations that strive to advance social change through innovative solutions. Social Entrepreneurship is more than a set of tools and techniques for starting and growing a social venture. It is a mindset, a way of looking at things that is opportunity focused and creative. It is about passion - doing what you love. It is about creating wealth in all its forms: economic value, social innovation and sustainability, and making a difference in the communities that we serve. This course introduces students to the field of social entrepreneurship-the process of using an entrepreneurial mindset and business skills to create innovative approaches to addressing societal problems. Various concepts and examples of social entrepreneurship (both not-for-profit and for-profit models) are examined through theoretical discussion and case studies.

MGEM 6304 Venture Capital, Corporate Entrepreneurship, and Micro Financing 3 This course covers a wide range of funding options that support innovative business endeavors. Besides the venture capital model, which is well known for supporting technology innovations in Silicon Valley, this course also examines internal funding sources that support in-house innovation and entrepreneurial endeavors, and the micro-finance model that support entrepreneurial initiatives in rural areas and third world countries. Guests representing both the supplier and the user of the fund in each of these funding models will be invited to give their views.

MGEM 6305 U.S. Consulting 1.5 In this course you will work closely with faculty at LMU as well as with a company located in in Silicon Beach and/or another area, to complete a consulting project, focused on a particular problem identified with the company. This will also include structured time with the faculty sponsor to review the company assignment and with the company, either at their location, or at LMU, working on projects for the company.

MGMT 2600 Managing Yourself 4 This course provides an opportunity to assess, develop, and apply key skills in managing oneself. An emphasis will be upon applied, experiential learning based on the dimensions of the Global Leadership Executive Inventory (GLEI), particularly with respect to visioning, tenacity, emotional intelligence, global mindset, life-balance, and resilience to stress. In this course, students will develop a comprehensive career action plan, design a curricular and extracurricular map for the duration of their college career, and develop a relationship with a mentor.

MGMT 2690 Managing Diversity 4 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 and inclusion in the workplace 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. University Core fulfilled: Foundations: Studies in American Diversity.

MGMT 2698 Special Studies 1 TO 4

MGMT 3600 Managing Others 4 This course will further develop management students' competencies to include leading others. Consistent with our College of Business Administration mission to advance knowledge and develop business leaders with moral courage and creative confidence to be a force for good in the global community, students will identify companies that are contributing toward meeting the goals identified in the United Nations Sustainable Development Goals. We will explore the role of effective management in bringing together the efforts, insight, and talent of multiple parties to meet ambitious goals. Prerequisite: BCOR 3610.

MGMT 3686 Learning and Development 4 Corporations in the United States spend more money annually on training than do all public school systems in the country. As the gap widens between the knowledge, skills, and abilities of what entry-level employees are required to know and do and what they actually know and do, training specialists and consultants become increasingly more valuable. However, training is no longer a function of just a Human Resources professional. Today, many managers and professionals are being asked to be responsible for the training and development of their employees. In addition, employees are expected to manage their own careers and personal brands in an increasingly complex work environment. This course provides students tools to meet these organizational and individual challenges. Students will work with a client organization to collect data, design a workshop, and perform an evaluation. Skills in curriculum design, data analysis, and communication will be enhanced. Prerequisite: BCOR 3610.

MGMT 3690 Environmental Strategy 4 The industrial revolution heralded the beginning of the Anthropocene Era—a new era dominated and shaped by humans. During this era, humans have expanded their geographic reach, their lifespans, and their intellectual and creative abilities far beyond what was previously imaginable. However, the cost of this expansion to the rest of the community of life on Earth—and, ultimately, humans, themselves—has been devastating. This course is designed to provide an in-depth examination of the problems currently facing the natural environment, how human industrial activity contributes to those problems, and how both private organizations (firms and NGOs) and governments can work to solve those problems. In the first part of the course, we will frame the issues through the lens of environmental philosophy and economics. Then we will move to specific environmental problems, examining their causes, and effects. Finally, we will turn to potential solutions from science, policy, and industry perspectives. For each of these issues, we will discuss potential impacts on and responses from private organizations, including the current state of scholarly and practitioner understanding of how to capitalize on solving environmental problems.

MGMT 4600 Local Global Mindset 4 This capstone course has both a global focus and an Applied Management Project (AMP). For this project, we will learn about the distinct role of management in global business. Global leaders are distinguished from their local counterparts based upon their global work experience, global business knowledge, cross-cultural competencies, and global mindset. Prerequisites: BCOR 3610, MGMT 2600, and MGMT 3600.

MGMT 4608 Faith and Business 4 This course considers the connections between faith, Catholic social teaching, and business as contextualized interculturally in the United States. The class will explore contemporary socio-economic challenges and opportunities existing with the Los Angeles, U.S., and global environments. Students will have the opportunity to meet with leaders in business and government to help understand how faith and culture contextualize business environments. University Core fulfilled: Flag: Engaged Learning.

MGMT 4610 The Leadership Challenge 4 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: BCOR 3610

MGMT 4620 Employee Rights and Employer Responsibilities 4 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. The course is highly interactive and surveys key legal terms and concepts critical for the employee to protect his/her rights and to understand the employer's legal/ethical responsibilities. The course will also explore the regulations and legal/ethical duties of human resources professionals and allow for active interaction with a variety of human resource professionals. Key topics covered will 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) Prerequisite: BCOR 2210

MGMT 4630 International Management 4 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 identify and evaluate the opportunities and challenges facing managers operating in international business contexts and come up with solutions to the identified problems. Specifically, the course will familiarize students with the major concepts and paradigms in international management, enhance an awareness of the impact of internationalization on firms, develop the ability to analyze MNC's strategies and behaviors, and suggest solutions to the problems identified in managing organizations and people across borders. (See INBA 4830.) Prerequisites: BCOR 3610 and BCOR 3860.

MGMT 4635 Managing Nonprofit Organizations 4 This course explores ongoing issues, challenges, trends, and successful management and leadership practices for nonprofit organizations. Students examine their future roles, in careers and voluntary activities, in social transformation and sustainability, as well as critical change agents in partnership with for-profit and government organizations. Open to all majors of junior or senior standing. Consent of instructor required.

MGMT 4640 Cross-Cultural Leadership 4 This course examines what constitutes "effective" leadership across cultures, including how to be an inclusive leader and how to lead culturally diverse groups. Students gain insights about 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 in cross-cultural teams. Junior or senior standing required. Prerequisite: BCOR 3610.

MGMT 4665 Strategic Staffing and Professional Recruitment 4 Students explore the inner workings of staffing, both as a professional career path and as a strategic management tool for today's organizations. This course also features an applied emphasis, including relevant work experience

and professional networking, in preparing students for successful transition into a career in staffing and professional recruiting services. Prerequisite: BCOR 3610 or consent of instructor.

MGMT 4695 Global Sustainability: Challenges and Prospects in East Asia 4 This course explores cross-disciplinary theory and practice of sustainability within a global context, and with an emphasis on East Asia. This course includes a two-week tour abroad to enrich student learning through direct international experience. Open to all majors of junior or senior standing. Consent of instructor required.

MGMT 4698 Special Studies 1 TO 4

MGMT 4699 Independent Studies 1 TO 4 Requires approval of the Associate Dean.

MRKT 2598 Special Studies 1 TO 4

MRKT 3512 Customer Insights 4 This course is designed to enable students to develop customer insights through learning about customer behavior and conducting marketing research. It will bring together two large areas of marketing, drawing from bodies of knowledge in customer behavior and marketing research, encompassing theory and method. The customer journey from awareness and learning to decision-making, consumption and disposal will be covered. Individual, household, and organizational customer behavior will be covered in the course. Emphasis will be placed on gaining insights about customers and marketplace through incorporation of marketing research methods inclusive of, but not limited to, qualitative and quantitative methods in conducting survey design, causal effects and relationship testing. Developing insights about consumers globally within the context of global environments will also be integrated into the course. This is a Required Foundation Course for the A-LIST, COIN, and MA Pathways. Prerequisite: BCOR 3510.

MRKT 3513 Rethinking the Marketplace 4 Using real-world, project-based, experiential learning, this course presents an in-depth interdisciplinary exploration of diverse consumer markets and societal transformation in the marketplace. Emphasis is placed on consumer insights, brand strategy, and consumer experience. Content will include a comparative examination and analysis of the consumer experience across inter-group differences, including ethnicity, age, gender, sexual orientation, religion, and culture. Importantly, the course will explore the many differences and subgroups that exist within each larger group, the hazards of conceptualizing groups as homogeneous entities, and the ways in which these groups interface with society via the marketplace. This is the A-LIST Pathway Foundation course. Prerequisites: BCOR 3510 and MRKT 3512.

MRKT 3516 Company and Customer Mutualism 4 This course will introduce students to a uniquely strategic way of thinking in which the interests of Buyers and Sellers can be aligned through the careful implementation of marketing techniques and/or public policy. Such an alignment assures that all parties derive significant net positive benefits from the exchange process and ensures the continuing success of the firm. The course explores why and how long-term company profitability is critically dependent upon this ethical creation and transfer of value. Adopting this perspective of value creation requires that traditional marketing functions and concepts such as pricing, product development, distribution, brand management, and sales are not merely seen as mechanisms for advancing company profitability, but are, more importantly, powerful tools capable of expanding customer benefits while preserving societal well-being. This perspective begins with an investigation

of customer thinking and value assessment, and ends with a problem-focused analysis of how these needs can be most effectively satisfied through the marketing process. This is the COIN Pathway Foundation course. Prerequisites: BCOR 3510 and MRKT 3512.

MRKT 3521 The New World of Branding and Advertising 4 This course will immerse students in the fast-changing world of the advertising and branding industry through on-campus and off-campus exposure to industry professionals and real-life branding and advertising challenges. Throughout the course, students will work with and learn from professionals in the thriving creative and tech community. Course emphasis is on developing students' skills in creativity, collaboration, critical thinking, and communication. Content covered in the sessions includes advertising agency structure, the creative process, brand planning, media planning and strategy, the user experience, online and social media, presentation skills, and content creation. This is the M-School Pathway Foundation course. Prerequisite: BCOR 3510.

MRKT 3531 Brand Planning and Strategy 4 Think about your favorite companies and their brands. What is it about them that makes them connect with you? That's what this course is all about--learning about the brand planning and strategy process. This course offers a comprehensive look at where strategic planning takes place within the overall advertising process. In doing so, it will focus on the 4Cs of strategic planning: the Company, Competition, Consumers, and (product or service) Category. It will also examine ways to develop effective campaign strategy, including knowing the product inside and out, knowing your brand's DNA, understanding your target audience, and generating insights. In addition, the course covers important branding and consumer behavior fundamentals central to the success of account strategy. This is an M-School Pathway Elective course. Prerequisite: BCOR 3510.

MRKT 3532 Personal Brand Management 1 Who are you? What makes you tick? What are your values? What do you stand for? What gets you out of bed in the morning? What is your gift to the world? What makes you happy? And then, how will you bring you--the best you--to the job market? How will you stand out from the herd of a thousand "me too" resumes, LinkedIn profiles, and job candidates all telling the same "me too" stories and making the same "me too" mistakes? Freaked out? Don't be, because over the course of three weekends, this 1-semester-hour workshop will utilize and apply the latest brand management principles and approaches to help guide, understand, articulate, and execute your own personal brand: Brand You. This is an M-School Pathway Elective course. Prerequisite: BCOR 3510.

MRKT 3533 Production Tools and Techniques 4 Production Tools and Techniques is inspired by the art and science of storytelling through the process of creating compelling content through video (including storyboarding and shot planning, director's treatments, post-production editing, and sound) as well as visual and graphics design (the basics of photography, typography, color and space). In this course we emphasize three tenets of producing compelling digital-first content: content that is cheap (created without big budgets), fast (creating well-planned content quickly and efficiently) and good (creating quality content that is interesting and engaging and that tells a story).

The course provides an immersive experience in creating amazing content and how it fits within marketing and brand strategy. Through compelling content and narrative, we become interested and engaged and we more willingly process the message and the content contained within the brand's story and narrative. This is an M-School Pathways Elective course. Prerequisite: BCOR 3510.

MRKT 3534 Conceptual Brand Thinking 4 Creativity is a secret weapon when it comes to solving business problems. One study found that a euro invested in a highly creative ad campaign had nearly double the sales impact of a euro spent on a non-creative campaign. In this course you'll explore your creative potential and find your voice. From concept to content, you'll craft conceptual ideas, explore a variety of media types, learn to solve real challenges, pitch ideas to real clients, and discover how collaboration with teammates will get you to better ideas. Creative work will be added to an online portfolio of work. This is an M-School Pathway Elective course. Prerequisite: BCOR 3510.

MRKT 3570 Marketing Law 4 The purpose of this course is 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.) This is a COIN Pathway Elective course and an MA Pathway Elective course and an A-LIST Pathway Elective course. Prerequisites: BCOR 2210 and BCOR 3510.

MRKT 3597 Internship 1 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 3598 Special Studies 1 TO 4

MRKT 3599 Independent Studies 1 TO 4

MRKT 4510 Advertising and Promotion Management 4 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, digital and interactive marketing, social media, sales promotion, publicity and public relations, and personal selling. Students 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. Students will also examine the environment in which advertising and promotion takes place and the various regulatory, social, and economic factors that affect an organization's IMC program. This is an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517.

MRKT 4511 Cross-Platform Content Creation 4 Cross-platform content creation is the process by which marketing content is created to tell a brand's story (branded content) across the myriad digital, social, and traditional media. That's what this course is all about--immersing students in content creation and the distribution of that content across multiple forms of media (branded websites, YouTube, Facebook, Instagram, Snapchat, branded mobile apps, television, pop-up stores, and more). In doing so, this course offers a comprehensive look at 360° cross-platform content creation and how

it fits within brand strategy. The course focuses on the foundations of content-based narratives and storytelling. The course examines ways to develop effective marketing and branded content through the lens of storytelling. The semester project involves the creation of content across different media platforms (cross-platform content) to tell a specific organization's story. This is an M-School Pathway Required course. Prerequisite: BCOR 3510.

MRKT 4515 Managing Retail and Service Businesses 4 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 focuses on the marketing of service or retail businesses involving 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 designed for 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, analytics, human resources, and operations functions within the service and retail systems. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4517 Data-Driven Customer Insights 4 The course focuses on creating and estimating analytical models for acquiring customer insights. Students will understand how to uncover customer preferences using regression models, multinomial logit models, discrete choice models, conjoint analysis, preference mapping, and TURF analysis. Students will identify market segments using agglomerative and k-means clustering procedures as well as finite mixture models, and describe segments using t tests and analysis of variance models. The course further includes optimization analyses informing pricing strategies and decisions. Students will learn to communicate results, strategic insights, and recommendations, in both oral and written form. This is the MA Pathway Foundation course and a COIN Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3512.

MRKT 4521 Adaptive Media and Analytics 4 Because of the rapid growth and influence of advertising technology and online/social media, to remain relevant, brands must create, monitor, and adjust their message and media not by the month but by the day, by the hour, even the fraction of a second. To effectively reach and engage individuals, brands need to be agile and adapt in real time to how consumers react and respond to advertising and promotional content. This course will provide students the perspectives and tools to develop paid search (search engine optimization, or SEO) and both paid and organic social media strategies that are effective, cost efficient, adaptive, and measurable. Through this course, students will learn how analytics (monitoring, measuring, and interpreting online and social data) helps companies, brands, and organizations to better evaluate advertising and marketing performance. This is an M-School Pathway Elective course. Prerequisite: BCOR 3510.

MRKT 4523 Historical Survey of Business and Capitalism in Society 4 The purpose of this course is to immerse students into the broad expanse of world and United States history from the perspective of

business, commerce, and what some people refer to as "capitalism." In this immersion process, we will discuss the history and practice of business within the context of the specific policy and the social, cultural, economic, and religious environments which cultivated these outcomes. The span of this exploration will cover in excess of 2,000 years, and will include the history of barter, exchange, currency, slavery, the emergence of global trade, and various forms of government policy and structure (both past and present) related to economic theory and practice. This is an A-LIST Pathway Elective course, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517, or MRKT 4527 or permission of the instructor.

MRKT 4524 Sustainable Marketing Enterprises 4 Understanding challenges and designing solutions at the intersection of sustainable marketing/business practices, societal welfare, and ecological systems; topics covered including sustainability in the areas of consumption and consumer behavior, product design, marketing research, value chains, and communications; project to understand needs and design product solutions, and develop a marketing/business plan for organizations that captures economic, environmental, and social sustainability. This is an A-LIST Pathway Elective Course. Prerequisites: BCOR 3510 and either MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4525 Competitive Strategy 4 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. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4527 Customer Relationship Management Analytics 4 Customer relationship management (CRM) is an emerging business strategy paradigm that focuses on the systematic development of ongoing, collaborative customer relationships as a key source of sustainable competitive advantage. CRM represents a fundamental change in approach from traditional marketing; the goals shift from market share to share of customer. Operating under the assumption that competitive advantage is often gained through building customer equity, this course introduces the theory and practical implementation of customer relationship management strategies using marketing databases. Topics include: fundamentals of CRM strategy, customer profiling, measuring customer life-time value, customer profitability analysis, customer loyalty programs, and CRM technology overview. This is an MA Pathway Required course and a COIN Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3512.

MRKT 4530 Full Funnel Marketing 4 Today's marketing ecosystem is incredibly complex and dynamic. Brands that understand the importance of understanding how to deliver the right message to the right person at the right time throughout the marketing funnel, rather than trying to reach a big audience with the same big message, is the equivalent of chasing squirrels versus trying to bag the big elephant. Sometimes it's better to chase the squirrels.

Platforms like Instagram now enable marketers to reach consumers with content at each phase of the marketing funnel and customer journey, including the awareness, consideration and activation/purchase stages. In this course, we will seek to better understand the modern customer journey and purchase funnel and the creative content that works best at each stage. We'll examine different approaches to creating content to build awareness, generating interest and activating customer response as we learn how to deliver the right message to the right person at the right time. This is an M-School Pathway Elective course. Prerequisite: BCOR 3510.

MRKT 4531 Creative Brand Management 4 Creative brand management lies at the intersection of three areas: 1) creative and innovative problem solving, 2) deep insights with respect to culture, trends, and technology, and 3) developing and managing brands that have deep conviction (e.g., BMW), confidence (e.g., Apple), and great founder DNA that are purpose-driven (e.g., TOMS). In this course, students will develop a tolerance and ability to thrive in the face of ambiguity; learn to survive and thrive in times of change; learn to leverage timeless approaches to creatively managing brands and solving problems; develop foundational tools to build and grow relevant, purpose-driving brands; and cultivate their own personal brands. This is an M-School Pathway Capstone course. Prerequisite: BCOR 3510.

MRKT 4532 Advertising Account Management 1 The transition from college to a career in advertising can be a difficult adjustment for many students. Even with internship experience, the expectations of how to work and thrive in a professional environment aren't usually clear. This course is designed to provide a real-world and real-time look at the world of advertising and account management roles (for many agencies account management is the widest point of entry), and help give students a better understanding of what to expect, and what is expected of them as account managers. The course materials draw on recognized best practices in the industry along with the personal experience of the instructors, who have spent their careers at some of the world's best advertising agencies. Students will learn not only what it means to be a professional but also the fundamentals on how to survive and thrive during their first year as an account manager. This is an M-School Pathway Elective course. Prerequisite: BCOR 3510.

MRKT 4533 Psychology of Health and Marketing 4 The purpose of this course is to provide students with a solid foundation for critical thinking and research on health psychology and marketing and business in general. This course will emphasize emotional/affective responses to health and nutrition promotion, information-processing of nutrition information and health advertising claims, attitudes and persuasion aspects of health promotions, along with insights into the influences of social marketing and new media on consumer health decisions. This is an A-LIST Pathway Elective course, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and either MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4534 Bottom-up Marketing Innovation 4 Using a bottom-up approach to developing marketing innovations; uses extreme resource constrained contexts, i.e., subsistence marketplaces, to learn about bottom-up immersion, emersion, design, innovation, and enterprise for any context; semester-long project with business involves understanding challenges, conducting virtual international field research, designing product solutions, and developing marketing/business plans. This is an A-LIST Pathway Elective course, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and either MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4535 Public Policy and Marketing 4 This course is designed to explore the interaction between marketing strategies/processes and governmental policies designed to manage the economy and promote public and consumer welfare. Topics covered will include the roles of various governmental agencies (such as the FDA, the CPSC, and the EPA) and the roles of private actions such as boycotts and consumer activism in influencing business decisions and practices. The course will often take an historical approach, examining the advancement of U.S. public policy toward business as societal values and economic conditions have evolved in this country. Specific topics addressed include consumer rights and protection, environmental sustainability, vulnerable consumers, regulatory failures and regulatory capture, trade-offs among various stakeholders, ethical dilemmas, and the marketing of potentially harmful or controversial products such as firearms, tobacco, and alcohol. This is an A-LIST Pathway Elective, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4536 Professional Selling 4 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, effectively communicating, persuasion, and negotiation. Sales management tools for developing and maintaining client relationships and managing the sales process in order to achieve the organization's goals will be emphasized. A particular focus will be placed on the role of technology in contemporary sales activities. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4537 Online and Social Media Analytics 2 This course offers a comprehensive look at the fast-changing world of online and social media analytics and its applications to marketing and branding. Students will focus on some of the largest platforms (Facebook, YouTube, Instagram, and Twitter) as well as emerging platforms such as Snapchat. The course will examine how social media are used in developing successful brand-consumer interactions and engagement. Students will learn about and analyze current social media strategies and best-practice applications. In addition, students will tap into important branding and consumer behavior fundamentals that are central to the success of social media strategy. There is also a semester-long team project involving the development and execution of your very own social media campaign. This is an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 4517.

MRKT 4543 Brands, Celebrities, and the Arts 4 The purpose of this course is to examine the status of modern consumer culture and specifically the influence of brands, celebrities, and the arts on consumer behavior and marketing strategy. In this course, specific aspects of consumer culture will be explored and analyzed from the perspectives of psychology, sociology, anthropology, and economics. In addition, the roles of marketing and advertising in creating and shaping this emerging consumer culture defined by brands, art, and celebrity will be analyzed. This is an A-LIST Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and either MRKT 3513 or MRKT 4517 or MRKT 4527.

MRKT 4545 New Product Development 4 The development of new products represents one of the most promising avenues by which firms can 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 covering the major phases of product development and launch. 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 of the product launch. The 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. The class will provide techniques that combine the marketing function with the functions of R&D, design engineering, and manufacturing. At the conclusion of this course, students will be able to use conjoint analysis in identifying customers' preferences, designing new products, and performing market simulations. The course will be important to students who aim to work directly in brand or product management as well as those whose interests are in general management and consulting. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4546 Brand Management 4 Increasingly, brands represent some of the most valuable assets of businesses. In many cases, brand value dominated the appraisal of businesses by Wall Street. Further, while many business processes and strategies can often be quickly duplicated by rivals, brand value generally takes years to cultivate and is typically resistant to appropriation. As a result, product differentiation through branding represents one of the strongest forms of competitive leverage. This course is designed to blend the theory and strategy of branding in such a way as to provide insights into concepts and strategies for creating, developing, and managing brand value. Branding will be examined as it applies to goods, services, organizations, regions, nations, and ideas and individuals. Aspects of assessing brand value will also be covered. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4547 Strategic Marketing Decision Making 4 The Strategic Marketing Decision Making course deals with concepts, tools, methods, and applications of modeling and decision-making to address important marketing issues such as pricing, segmentation, positioning, forecasting, new product design and development, sales force, and promotion planning. This capstone course is aimed at providing students, as future marketers and managers, with the set of tools and skills needed to make intelligent and critical use of marketing data. It is also aimed at providing the background needed to begin employment in a marketing analytics position in a company, consulting firm, or research supplier. This is the MA Pathway Capstone course. Prerequisites: BCOR 3510, MRKT 3512, MRKT 4517, and MRKT 4527.

MRKT 4553 Non-Profit Marketing 2 The purpose of this course is to explore the marketing function for non-profit organizations as compared to for-profit organizations. Students will explore, as in the for-profit world, how non-profit marketing includes advertising, promotion, public relations, and customer relationship management. This course examines how non-profits use marketing to publicize their mission and to generate contributions (of time and money). The course also discusses marketing planning in the non-profit organization.

After completing this course, students should be able to define what marketing is within the non-profit environment, explain the service-intensive nature of non-profit program activities, explain how the marketing mix is expanded for service products (the 3Ps of Services Marketing), discuss the role of ethics in non-profit marketing, describe the importance of and explain the process of non-profit marketing plan, describe how target markets can be identified for donors, and explain how new

service products are developed by non-profits. This is an A-LIST Pathway Elective course.
Prerequisites: BCOR 3510 and MRKT 3513.

MRKT 4555 Business-to-Business Marketing 4 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, creativity, and swiftly responding to changing demands. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4556 Supply Chain Management and Logistics 4 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. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4561 Managing User Experience 4 This course will familiarize students with the general principles of user experience (UX) that are at the heart of any effective design and business. Students will be introduced to areas of human performance, cognition, perception, ergonomics, memory, motivation and behavior. Students will apply these human performance concepts to the design and evaluation of products, services, and systems, with special emphasis on the applicability to management, human resources, marketing, and entrepreneurship. Reading assignments, in-class and take-home projects, plus a field trip to Google to tackle an actual business problem, will expose students to a variety of UX concepts and applied examples. Two group projects and four written reports are required: these allow students to apply the principles and concepts they have learned during the course. This is a COIN Pathway Elective course and a MA Pathway Elective course. Prerequisites: BCOR 3510 and either MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4563 New Perspectives for Understanding Markets 4 Due to the increasing individuality and diversity in consumer markets, traditional strategies for categorizing consumers into broad market segments (using classifiers such as demographic, psychographic, or geographic characteristics) are now proving ineffective. Whereas many product or advertising strategies now seek to appeal to consumers' desire to craft a unique personal identity, marketers often undermine these goals by using clumsy or inept group stereotypes in their segmentation and targeting efforts. This class is designed to help students reinvent the market segmentation, targeting, and positioning processes needed to address the rich diversity of modern consumer markets and avoid potentially offensive blunders. Quantitative methodologies such as multidimensional scaling and conjoint analysis will be introduced and discussed. This is an A-LIST Pathway Elective course, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and either MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4565 The Psychology of Selling and Consuming 4 As a field of social science, psychology embodies a diverse array of theoretical "schools of thought," which vary significantly in their fundamental explanations for human thought and behavior. From a business perspective, these

contrasting explanations have widely different (and often contradictory) implications for how marketing strategies should best be crafted and implemented. This course examines consumer thought and action from six different explanatory perspectives, including cognitive psychology, social psychology, classical behaviorism, radical behaviorism, motivational/psychoanalytic psychology, and humanistic/gestalt psychology. Then, the different implications of each interpretation for marketing and advertising strategy are explored and discussed. This is an A-LIST Pathway Elective course, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4566 Pricing Goods and Services 4 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 as 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. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 2110, BCOR 2120, both with a grade of C (2.0) or better; BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4527.

MRKT 4573 Sports Marketing 4 This course will introduce students to the unique nature of sports marketing at the business, league, and team levels. The course will cover the unique aspects of sports marketing and how marketing concepts such as strategic planning and segmentation apply to the business of sports. Students will be introduced to the interrelationship of integrated marketing communications and sports and develop an understanding of sports as a multi-billion dollar industry and the sports fan as an important consumer segment. This is an A-LIST Pathway Elective course, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4574 Entertainment Marketing 4 Entertainment companies and content creators are finding it harder and harder to reach audiences for the content they produce. With the various distribution platforms in the marketplace reaching audiences anytime anywhere, how are movie studios, television networks, SVOD platforms, gaming and music labels adjusting their marketing strategies to reach and sustain them in an over-saturated content market place? This is an A-LIST Pathway Elective course and a COIN Pathway Elective course and a MA Pathway Elective course. Prerequisites: BCOR 3510 and either MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4576 Marketing Strategy in the Global Environment 4 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. College of Business Administration students only. This is a COIN Pathway Elective course and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527.

MRKT 4583 Modern Consumer Culture 4 This course will examine the status of our modern consumer culture. As an American phenomenon emerging in the late 20th century, and spreading toward much of the rest of the world in as the new millennium dawns, consumer culture is characterized as a

societal ethos where shopping, buying, and consuming become the primary means by which humans define themselves in relation to others. In this way, goods and services (in the form of consumer experiences) form the "palette" from which each individual creates his or her "ideal self." In this course, a variety of aspects of this consumer culture will be explored and analyzed from the perspectives of psychology, sociology, anthropology, and economics. In addition, the roles of marketing and advertising in creating and shaping this emerging consumer culture will be analyzed. This is an A-LIST Pathway Elective course, a COIN Pathway Elective course, and an MA Pathway Elective course. Prerequisites: BCOR 3510 and MRKT 3513 or MRKT 3516 or MRKT 4517 or MRKT 4527, or permission of the instructor.

MRKT 4593 Brand Storytelling 4 This course combines oral, visual, and physical storytelling methodologies with an evidence-based approach that is conducive to developing effective branding strategies. Students will apply this approach toward the brand building efforts of a rapidly growing and remarkable successful company, as well as developing their own "personal" brand. However, at the core of this course is an industry-involved, experiential component that allows the students to learn directly from top tier marketing professionals. This is the A-LIST Pathway Capstone course. Prerequisites: BCOR 3510, MRKT 3512, and MRKT 3513.

MRKT 4595 Value Creation and Marketing Accountability 4 There is an increasing desire and need for enterprises to more clearly link marketing activities to financial returns and other broader measures of performance, such as sustainability and quality of life. Doing so requires not only technical and analytic capabilities but also new cross-functional platforms, business routines, organizational structures, and planning processes. By developing such competencies, business enterprises will be positioned to make decisions that reflect the "voice of the consumer/customer" and lead to improved short- and long-term financial performance, as well as other elements of the triple bottom line, such as sustainability and quality of life. This course explores how (and why) the functions of Marketing, Insights/Analytics, Finance, and IT can work together to achieve improved business and societal results. This is the COIN Pathway Capstone course. Prerequisites: BCOR 3510, MRKT 3512, and MRKT 3516.

MRKT 4598 Special Studies 1 TO 4

MRKT 4599 Independent Studies 1 TO 4 Requires approval of the Associate Dean.

LMU College of Communication and Fine Arts

ART HISTORY

ARHS 2000 Foundations of Western Art: Art and Society in the Ancient Mediterranean 4 This course is a survey of the history of art and architecture of the ancient Mediterranean world from the Paleolithic period to the fourth century CE. The class will encompass artworks produced in Prehistoric Europe, Mesopotamia, Egypt, Greece, Etruria, and Rome. The material will be presented primarily chronologically, focusing on selected artworks in order to provide an overview of the art and culture of each period. Art and architecture will be used as a lens to study societies and cultures and to explore how and why these societies and their visual expressions changed over time. The course includes a cross-cultural perspective to orient particular regions in a larger, transnational context. University Core Fulfilled: EXP: Historical Analysis and Perspectives and FLAG: Informational Literacy

ARHS 2002 Art and Society: Early Christian to Early Modern 4 This course surveys the history of the visual arts in Western Europe and areas contiguous to the Mediterranean from the fourth century through the early nineteenth century. Art and architecture is used to examine human groups and individuals of the past and to explore how those people change over time, the causes of that change, and its consequences; visual culture is analyzed as a reflection of particular social concerns, ambitions, and anxiety. The course has four major sections: The Rise of Christianity: Expressions of Piety and Power; The Renaissance: Beauty, Humanism, and Spirit; Reformation and Response: Religious Challenges and New Discoveries; The Enlightenment: Faith, Reason, and the Individual's Role in Society. University Core Fulfilled: EXP: Historical Analysis and Perspectives and FLAG: Informational Literacy

ARHS 2004 Modernism 4 ARHS 2004 surveys the historical development of global modernism and modernity from the nineteenth to the mid-twentieth century. In particular, the class connects the spread of European modernism to religious, political, philosophical, and colonial movements. University Core Fulfilled: Explorations: Historical Analysis and Perspectives

ARHS 2510 Social Design 3 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. University Core fulfilled: Flag: Engaged Learning.

ARHS 2540 Multimedia Art Survey 3 A critical and historical examination of multimedia arts through research, discussions, and presentations. University Core fulfilled: Flag: Writing.

ARHS 2999 Independent Studies 1 TO 4 Individual independent studies may fulfill the non-Western Art History requirement. Consent of instructor required.

ARHS 3100 Arts of Ancient Egypt 4 A survey of the art and architecture of ancient Egypt from the Pre-dynastic through the Greco-Roman period.

ARHS 3102 Arts of Ancient Greece 4 This course will examine the material culture of the ancient Greek world, beginning in the third millennium BCE and ending the first century BCE. Utilizing a broad contextual approach, the class will place the art of Greece within the larger framework of the ancient world, examining artworks produced in the Italic peninsula, mainland Greece, Anatolia, Egypt, and the Near East. It will consider thematic issues such as the use of art in Greek identity formation, the interaction between art and myth, representations of gender and sexuality in Greek art, the creation and use of sacred art and architecture, and questions of Hellenization and cultural imperialism. University Core fulfilled: EXP: Historical Analysis and Perspectives

ARHS 3104 Arts of Ancient Rome 4 This course will examine the art and culture of ancient Rome, beginning in the seventh century BCE with the Romans' predecessors in Italy, the Etruscans and the Greeks of Magna Graecia, and ending in the fourth century CE with the reign of Constantine. It will encompass artworks produced in Europe, north Africa, and the Near East. Students will explore thematic issues including the urban development of the city of Rome, how the Romans leveraged artworks in their imperialist ideology, and the use of artworks in the formation of Roman identity. University Core Fulfilled: EXP: Historical Analysis and Perspectives

ARHS 3160 From Greece to Gotham: Archaeology of the Heroes 4 This class will examine how societies define and portray heroes in both the ancient Greek world and modern worlds. Through an interdisciplinary exploration of the common trope of the hero, the class will ask students why societies need heroes, and discuss whether there are common traits shared by heroes in different periods and places. Focusing on Greek art and literature as well as modern comics and graphic novels, students will examine how heroes are portrayed in visual and written sources, and how their iconography conveys their heroic traits. The class will be organized in a seminar format, with an emphasis on discussion, critical analysis of readings, and writing. University Core Fulfilled: INT: Interdisciplinary Connections and FLAG: Writing

ARHS 3200 Medieval Art 4 This course will survey the major developments in the arts from the rise of Christianity in the Roman Empire in the second and third centuries until the end of the Gothic period in the fourteenth century. Structured chronologically, the course will deal with a set of broad thematic subjects, such as the diversity of medieval cultures and religions; the relationship between art and power; the interaction of the sacred and the secular; the role of medievalism; and the "weaponization" of the Middle Ages. University Core Fulfilled: IFTR: Faith and Reason and FLAG: LINL: Info Lit

ARHS 3311 Pre-Columbian Art 4 A survey of Pre-Columbian art and architecture from c. 1200 BCE to the fifteenth century CE.

ARHS 3321 Latin American Art 4 A survey of the art, architecture, and visual culture of Latin America from the colonial period through the present.

ARHS 3331 Arts of Africa 4 A survey of the arts of Africa from 1000 BCE through the twenty-first century.

ARHS 3341 Arts of Islam 4 A survey of the art and architecture of Islam from Arabia through Spain, from the birth of Islam in the seventh century to the present.

ARHS 3351 Arts of Asia: Highlights and Treasures 4 This course serves as a foundational survey to the arts of the Asian region, and introduces students to the art and architecture of East, South and Southeast Asia from prehistoric to contemporary times. Themes such as belief in the afterlife and empire building as well as the adoption of Buddhism serves as major threads that connect the diverse historical, cultural and artistic traditions of the region. University Core Fulfilled: IINC

ARHS 3540 Social and Aesthetic History of Photography 3 This interdisciplinary course will explore photography's role in both the continuum of art history and modern visual culture but will also consider a wide range of other disciplines that have used photography as a tool of influence or research. Students will approach various bodies of photographic work from both an art historical and social science perspective. Recommended: ARHS 2004. University Core fulfilled: Integrations: Interdisciplinary Connections.

ARHS 3560 History of Design 3 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. University Core fulfilled: Flag: Writing.

ARHS 3999 Independent Studies 1 TO 4 Individual independent studies may fulfill the non-Western Art History requirement. Consent of instructor required.

ARHS 4198 Special Studies 4 Selected topics in Ancient art history. Individual sections may have a University Core affiliation.

ARHS 4240 Italian Renaissance Art 4 This course will explore the great social, economic, religious and intellectual changes that transformed the visual culture of Italy from the late thirteenth through the mid-sixteenth century. The rising popularity of the mendicant orders, the economic prosperity of urban centers, the political leverage of powerful families, and the renewed interest in the classical past helped to shape the painting, sculpture, and architecture of the period. The course will examine a variety of primary and secondary sources to examine a range of subjects including cross-cultural communication and trade, gender roles, urban planning, changes in religious practice, and the alteration of works over time. University Core Fulfilled: EXP: Historical Analysis and Perspectives and FLAG: Writing

ARHS 4250 Northern Renaissance Art 4 An exploration of the ways that art and architecture reflect the political, cultural, social, and religious forces that shaped society in northern Europe from c. 1380 through the late sixteenth century. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

ARHS 4260 Baroque Art 4 An exploration of selected topics in the art and architecture of seventeenth-century Italy, France, Flanders, Holland, and Spain. University Core fulfilled: Integrations: Faith and Reason.

ARHS 4298 Special Studies 4 Selected topics in Early Christian, Medieval, Renaissance, or Baroque art history. Individual sections may have a University Core affiliation.

ARHS 4301 Arts of India: From the Indus Valley Civilization to Indiana Jones 4 This course will introduce students to some of the most significant monuments, works of art and art movements from the Indian subcontinent, dating from the Indus Valley to the contemporary times. Students will also examine the development and evolution of Indic religions and their associative arts, as well as the impact of Islam and arts produced in the Islamic Delhi-Sultanate and Mughal courts. The second half of the course examines the long-term impact of British colonialism on Indian art production, and the depiction of Indian culture at the World's Fairs, museums and in film.

ARHS 4303 Arts of China: From Burial Tombs to Contemporary Art 4 This course will introduce students to some of the most significant monuments, works of art and art movements from China, dating from prehistory to contemporary times. Specifically, the course will examine China's rich painting, porcelain and garden traditions while also introducing students to important religious and social movements in Chinese history.

ARHS 4305 Arts of Southeast Asia: A Critical Survey 4 This course serves as a foundational survey to the arts of the Southeast Asia region, focusing on the arts and architecture of Cambodia, Laos, Myanmar, Thailand and Vietnam representing the mainland, and Indonesia and the Philippines representing the islands. Themes such as belief in the afterlife, empire building, the adoption of Buddhism and Islam, and colonialism of the region serves as major threads that connect the diverse historical, cultural and artistic traditions of the region. University Core Fulfilled: IINC

ARHS 4307 Arts of Japan: From Burial Tombs to Astro Boy 4 This course will introduce students to some of the most significant monuments, works of art and art movements from Japan, dating from the Jomon period to the early twentieth century. Specifically, the course focuses on the development and evolution of Japanese art through the centuries by critically examining how interactions with neighboring countries such as China and Korea influenced art making in the early periods, and how later interactions with Europe and America impacted the art of modern Japan.

ARHS 4351 Asian Art Since 1945: From Regional Art to Global Impact 4 This course examines the art and architecture of East, South and Southeast Asia produced since 1945, focusing on local, regional and global visual and political developments that impacted art making. The course will introduce students to both established and emerging artists from Asia, in addition to examining the rising commercial and global profile of contemporary Asian art and artists.

ARHS 4398 Special Studies 4 Selected topics in non-Western art history. Individual sections may have a University Core affiliation.

ARHS 4614 American Art 4 ARHS 4614 surveys American art from the Colonial Period through the twentieth century through a consideration of how immigrant communities have contributed to the formation of national identities. Specific groups addressed include Native Americans, early-Colonials, African-Americans, and women artists, to name a few of the communities discussed during the semester. University Core Fulfilled: Foundations: Studies in American Diversity

ARHS 4616 Nineteenth-Century European Art 4 An exploration of the development of European art and architecture of the long nineteenth century.

ARHS 4630 Contemporary Art 4 An exploration of post-World War II art, with an emphasis on the development of postmodernism from 1945 to the early twenty-first century. Recommended: ARHS 2004. University Core fulfilled: Integrations: Interdisciplinary Connections.

ARHS 4640 Modern and Contemporary Art Criticism 4 An exploration of the art criticism and theory of the twentieth and twenty-first centuries. Recommended: ARHS 2004.

ARHS 4698 Special Studies 4 Selected topics in modern and contemporary art history. Individual sections may have a University Core affiliation.

ARHS 4710 Museum/Gallery Internship 4 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. Research paper required. Majors only with junior or senior standing. Consent of instructor required.

ARHS 4730 LA Now 4 An exploration of Los Angeles' modern and contemporary art history through lectures, field trips, and class visits by practicing artists, critics, curators, and arts professionals. Recommended: ARHS 2004 or ARHS 4630. Consent of instructor required. University Core fulfilled: Flag: Engaged Learning.

ARHS 4750 Art History Study Abroad 3 TO 4 Site-specific art history course that is taught through Study Abroad. Topics vary dependent on location. Individual sections may have a University Core affiliation.

ARHS 4751 Art History Study Abroad 3 TO 4 Site-specific art history course that is taught through Study Abroad and fulfills the non-Western requirement. Topics vary dependent on location. Individual sections may have a University Core affiliation.

ARHS 4752 Study in Florence: The Italian Renaissance 4 Study of Italian Renaissance art and architecture in Florence and Tuscany.

ARHS 4754 Christian Faith and Visual Culture in Rome 4 Combining the disciplinary approaches of theology, history, and art history, this course examines the religious and visual traditions of Late Antique and medieval Rome. The course, taught on-site in Rome during an accelerated summer course, provides a direct engagement with culture, art, society, and faith. University Core fulfilled: Integrations: Faith and Reason; Flag: Engaged Learning.

ARHS 4756 The Making and Use of Space--Urban Art and Architecture 4 The course will introduce the town layout and its architecture as a constantly changing microcosm shaped by social, political, economic, and cultural as well as functional, technical, and aesthetic factors. The introduction of the main architectural styles will accentuate the symbolic and representational interaction and reception of a building, including aspects like the relationship between demography and lifestyle in historical and contemporary architecture. The impact of factors such as industrialization, traffic, population increase, pollution, and globalization will be discussed as well as similarities and differences between European and American cities. Taught through the Bonn Study Abroad Semester Program. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

ARHS 4796 History of Museums: From the Cabinet of Curiosities to the Museum of Jurassic Technology 4 This course examines the history of the museum from its beginnings in the ancient world as a space where ideas could be exchanged to its present incarnation as an institution that exhibits and or collects objects. This course provides students the opportunity to explore the rich museum culture in Los Angeles by visiting, and critically engaging with the collections of the Getty Villa, the Natural History Museum, LACMA, the California Museum of African American Art and the Museum of Jurassic Technology. Museum visits subject to change. University Core Fulfilled: LORS

ARHS 4800 Junior/Senior Seminar in Art History 4 An examination of the historiography and methodology of the discipline of art history, with a special emphasis on student research and writing. Consent of instructor required. University Core fulfilled: Flag: Writing.

ARHS 4998 Special Studies 1 TO 4 Selected topics in art history. Individual sections may have a University Core affiliation.

ARHS 4999 Independent Studies 1 TO 4 Individual independent studies may fulfill the non-Western Art History requirement. Senior standing required. Consent of instructor required.

ART

ART 110 Freshman Workshop in Studio Arts 1 This studio arts workshop is designed for studio arts STAR majors to explore creativity, create community, and to engage in uniquely transformative experiences in the visual arts. Studio Arts majors only. Lab fee.

ART 150 Introduction to Studio Arts 3 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. Lab fee. University Core fulfilled: Explorations: Creative Experience.

ART 151 Introduction to Drawing and Printmaking 3 Open to non-Studio Arts majors only. Development of basic drawing skills in various media and the exploration of printmaking techniques. Lab fee. University Core fulfilled: Explorations: Creative Experience.

ART 153 Drawing I 3 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. Lab fee. Co-requisite with ART 198 Drawing Lab (1 unit)

ART 154 Drawing II: Figure Drawing 3 Development of technique and principles used in Drawing I, ART 153, with emphasis placed on working from the figure and anatomy. Lab fee. Prerequisite: ART 153. Co-requisite with ART 198 Drawing Lab (1 unit)

ART 160 Two-Dimensional Design 3 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. Lab fee. University Core fulfilled: Explorations: Creative Experience.

ART 182 Programming for Creative Applications 3 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 techniques to reveal potential of computer as medium and tool. Lecture, lab, workshop. Lab fee. University Core fulfilled: Flag: Quantitative Literacy.

ART 198 Special Studies 0 TO 3

ART 210 Portfolio Workshop in Studio Arts 1 Portfolio Workshop in Studio Arts is designed to explore a wide range of visual voices through creativity. This course serves as a practical introduction to conceptual and diverse portfolio making in the visual arts. The course focuses on broadening creative ideation, process and output. Lab fee.

ART 250 Visual Arts for the Elementary Educator 3 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 teaching research portfolio. Participation in the ARTsmart service-learning program is required and is incorporated into class hours. Liberal Studies majors only. University Core fulfilled: Explorations: Creative Experience; Flag: Engaged Learning. Co-requisite with ART 198 Visual Arts for Elem Educator Lab (1 unit)

ART 255 Field Experience in Art 0 Designed for students interested in secondary art education. Explores practical applications of teaching through planned observation, reflection, and group discussions appropriate for future secondary art teachers. Twenty (20) hours of field observation in a secondary public school art classroom is required. Art Education Emphasis majors only. Consent of the Director of Secondary Teacher Preparation of Art required.

ART 257 Painting I 3 Study of basic theoretical methods and techniques as applied to both representation and abstraction. Acrylic paints will be utilized. Lab fee. Prerequisite: ART 153, ART 160, or consent of instructor.

ART 260 Computer Graphics I 3 Introduction to principles and practices of electronic imaging as they apply to graphics, art, and design. Lab fee. Recommended: ART 160.

ART 275 Three-Dimensional Design 3 Examination of the basic elements of three-dimensional design emphasizing the conceptual process and utilizing various media. Lab fee. Prerequisite: ART 160 or consent of instructor.

ART 276 Ceramic Sculpture 3 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. Lab fee.

ART 278 Ceramics I: Earth and Art 3 The course offers the student a theoretical and a practical basis for understanding clay, glazes, and firing as they relate to three-dimensional design, the meaning of art, and its place in the world. Emphasis is on the creative potential of hand-building and glazed surfaces. Lab fee. University Core fulfilled: Explorations: Creative Experience.

ART 280 Photography I 3 This course focuses on black and white photography as a medium of personal and artistic expression. Students learn effective camera techniques, darkroom printing skills, and basic digital imaging. Lab fee. University Core fulfilled: Flag: Quantitative Literacy.

ART 285 Introduction to Printmaking 3 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. Lab fee. Recommended: ART 151, ART 153, and ART 160.

ART 298 Special Studies 1 TO 3

ART 299 Independent Studies 1 TO 3

ART 300 Figure Drawing Workshop 1 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. Lab fee. Prerequisites: ART 153 and ART 154, or consent of instructor.

ART 302 Design: Concept to Form 3 Design as a visual problem-solving process is explored. Emphasis is placed on the creative processes of design and the visual presentation of design research, the design concept, and the final design. Lab fee. Prerequisites: ART 160 and ART 260.

ART 303 Experimental Typography 3 The conceptual aspects of typography as both image and form are explored in print, environmental, and time-based media. Storytelling using typography is emphasized. Lab fee. Prerequisite: ART 368.

ART 305 ARTsmart Community Service Program 0 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 A studio workshop for art and animation majors with emphasis placed on advanced drawing concepts and techniques with 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. Lab fee. Prerequisite: ART 153.

ART 332 Eastern Immersion 3 Eastern Immersion is a course that combines traditional Chinese drawing techniques, calligraphy, and the Chinese language. The course utilizes associative learning to develop skills in these three areas while also formulating an appreciation for Eastern cultures. The course will follow a progression similar to the training young artists traditionally receive in China, students will be taught drawing fundamentals, such as composition, perspective, proportion, and stroke character using a traditional Chinese approach, which focuses on the expression of a subject as opposed to the primarily technical approach of Western art. Lab fee. University Core fulfilled: Integrations: Interdisciplinary Connections.

ART 333 Visualizing Literature 3 Visualizing Literature is a visual arts course framed around a single work of literature. Each semester the text will change in collaboration with the LMU Department of Archives and Special Collections. The visual projects created in the course will interact with, integrate, and respond to the text and will ultimately be displayed in the greater library as an extension of and response to library special exhibits. Lab fee. University Core fulfilled: Explorations: Creative Experience; Flag: Information Literacy.

ART 334 Animal Drawing 3 This is a studio course with emphasis placed on working from animals and comparative anatomy. On-site drawing of animals on campus and with field trips to the Los Angeles Zoo, the Museum of Natural History, and the Page Museum. Emphasis will be on the construction of the subjects from within, rather than just outward appearances. Basics will include anatomy, proportion, and analysis of movement. May be repeated 2 times for degree credit. Lab fee. ANIM/STAR/ARHS majors/minors only.

ART 335 Constructing Perspective and Geometry 3 This course is an exploration of the various means of expressing the illusion of form and space in drawing. Codified perspective formulas and descriptive geometry will be used to analyze photographic and art historical images and to create drawings from observation that represent the 3rd dimension. Students will develop the skill to identify and to use

shapes as effective formal symbolic representations of observed objects in space and of space itself. Lab fee. University Core fulfilled: Flag: Quantitative Literacy.

ART 350 Visual Thinking 3 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. Lab fee. University Core fulfilled: Explorations: Creative Experience.

ART 352 Principles of Color 3 A practical exploration of the additive and subtractive principles of color theory as related to fine art and graphic design. Emphasis placed on color mixing, hue, value, intensity, proportion, and visual perception. In-depth class discussion reinforce the relationship between theory and practice. Lab fee. University Core fulfilled: Explorations: Creative Experience; Flag: Writing.

ART 354 Art and Ecology 3 Art and Ecology is a visual arts course inspired by art and science. The course will incorporate readings, site-specific engaged learning opportunities, and contemporary and art historical examples that explore visual art and environmental ethics, culture, sustainability, and resilience. Each semester the class will focus on a different environmental issue while the Creative Experience component will remain the same. Lab fee. University Core fulfilled: Explorations: Creative Experience; Flag: Engaged Learning.

ART 355 Experiencing Art and Social Justice 3 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. University Core fulfilled: Flag: Engaged Learning.

ART 356 Painting II 3 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. Lab fee. Prerequisites: ART 153, ART 160, and ART 257, or consent of instructor.

ART 358 Painting III 3 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. Lab fee. Prerequisite: ART 356 or consent of instructor.

ART 360 Graphic Design I 3 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. Lab fee. Prerequisites: ART 160, ART 260, and ART 368. Recommended: ARHS 360.

ART 362 Creative Direction 3 The application of design principles and advertising concepts in the development of conceptual campaigns involving a message and an audience. Lab fee. Prerequisites: ART 360 and ART 368.

ART 363 3D Digital Toolbox 3 Introduction to concepts and methods for the development of three-dimensional virtual objects, environments and motion scenarios. Course projects include output to multiple formats such as 3D and photographic printing. Lab fee. Prerequisites: ART 160 and ART 260.

ART 366 Multimedia Narratives 3 Exploration of narrative concepts across linear, nonlinear, and interactive multimedia forms with a focus on the integration of elements of sound, image, text, and motion. Lab fee. Prerequisite: ART 260.

ART 367 Online Computer Arts 3 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. Lab fee. Prerequisites: ART 160 and ART 260.

ART 368 Typography I 3 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 textual communication. Lab fee. Prerequisites: ART 160 and ART 260.

ART 370 Beginning Wheel Throwing 3 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. Lab fee.

ART 371 Advanced Wheel Throwing 1 TO 3 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. Lab fee. Prerequisite: ART 370.

ART 374 Motion Graphics 3 Exploration of the creative possibilities of motion graphic design as both an experimental and applied communication medium. This course covers the technical, aesthetic, and practical considerations of planning, developing, and producing motion graphics. Lab fee. Prerequisite: ART 260.

ART 375 Figure Sculpture 3 Modeling of the human figure with an emphasis on anatomy, leading to the extension of the figure as image. Lab fee.

ART 376 Sculpture Workshop 3 Advanced exploration of sculptural problems, techniques, and concepts using a variety of materials. May be repeated for degree credit with consent of instructor.

Lab fee. Prerequisite: ART 275 or consent of instructor.

ART 378 Drawing and Clay 3 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. Lab fee.

ART 379 Special Topics in Photography 3 This advanced studio course focuses on a particular theme each semester. Students create a portfolio of photographic work and examine related critical issues. Topics change every semester, and the class can be repeated four times for credit. Past themes have included: Photography and Bookmaking, Documentary Photography, Fashion Photography, Food Photography, Narrative Photography, Photography and Sculpture, Portrait Workshop, and others. Lab fee. Prerequisite: ART 280.

ART 380 Photography II 3 Exploration of advanced concepts of photography as applied to the development of personal expression. Students learn medium format photography, studio lighting, digital imaging, and advanced black and white darkroom techniques. Lab fee. Prerequisite: ART 280.

ART 382 Digital Photography 3 An emphasis on a working expertise in digital imaging, technologies utilizing Adobe Photoshop for image creation, manipulation, with input and output to various media. Lab fee. Prerequisite: ART 260 or consent of instructor. Recommended: ART 280.

ART 383 Advanced Multimedia 3 Advanced investigation in one or more areas of multimedia production based upon research, mentorship, and practical experience that culminates in a final project for exhibition. Lab fee. Prerequisites: ART 260 and ART 366 or ART 367. Senior standing required.

ART 385 Relief Printmaking 3 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. Lab fee. Recommended: ART 151 or ART 285, or consent of instructor.

ART 386 Etching Printmaking 3 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. Lab fee. Recommended: ART 151, ART 280, and ART 285.

ART 387 Silkscreen Printmaking 3 A printing process using 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. Lab fee. Recommended: ART 160 and ART 280.

ART 388 Screen Printing 3 A printmaking process using silkscreening to communicate a message. Basic screening techniques will be used, including using hand-cut, photographic, and computer-generated images. Water-based textile and acrylic inks will be used. Emphasis will be on producing multicolor prints on T-shirts, posters, and 3-D materials. May be repeated once for degree credit for further development. Lab fee. Recommended: ART 160, ART 260, and ART 280.

ART 389 Lithography Printmaking 3 Process using drawing and painting methods that include traditional, photographic, and experimental approaches on stones and plates, covering dry and wet drawing material to develop an image. Additive and reductive, black and white, and color overprinted methods will be explored. May be repeated for degree credit with consent of instructor. Lab fee. Recommended: ART 151, ART 154, and ART 285.

ART 394 Gallery Issues and Practices 1 TO 3 This hands-on course will cover the various components of planning, organization, and physical maintenance required for the successful functioning of the Thomas P. Kelly Student Gallery. The class will use both historic and contemporary exhibitions as case studies. The students will participate in all elements of development their own public exhibition, including curatorial design, publicity, and marketing. Students will research and write critically about gallery exhibitions and as a group they will visit numerous museums, galleries, and art studios. Repeatable for degree credit up to three times.

ART 395 Design Entrepreneurship 3 This course serves marginalized segments of society through empathetic and innovative design solutions. It enables students to explore the design process and its power to affect societal change through social design entrepreneurship. Lab fee. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Engaged Learning, Oral Skills. Junior or senior standing required.

ART 396 Design Praxis: Professional Practices in Design 3 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. Lab fee. Prerequisites: ART 360 and ART 368.

ART 397 Professional Practices in Fine Arts 3 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. Lab fee. Studio Arts major or consent of instructor required. Junior standing required. University Core fulfilled: Flag: Oral Skills.

ART 398 Special Studies 1 TO 3

ART 399 Independent Studies 1 TO 3

ART 405 Building Community with the Arts 3 In this interdisciplinary arts course students will develop an understanding of the ways the Arts build community and can effect positive change within that community. This is a community-based learning course that introduces students to designing large-scale arts activities and the foundations of the grant writing process. This course provides students with the opportunity to learn about a full process, from writing the grant proposals to designing, revising, organizing, implementing, and reporting on the event or project. The "real world" designing and grant writing experience provided by this course is connected to career pathways in education, arts management, community arts, events planning, museum education, and social practice. This course is ideal for students who have the passion for children and the Arts--dance, music, theater, or visual arts--and are interested in developing real world career skills in designing large-scale arts activities and grant writing. University Core fulfilled: Flag: Writing.

ART 447 Art in L.A. 3 Internationally-recognized practicing artists, designers, critics, and curators from Los Angeles talk about their work, ideas, practices, and processes. Students will learn to write a proposal and complete an ambitious work for exhibition. May be repeated 2 times for degree credit. Lab fee. University Core fulfilled: Flag: Engaged Learning.

ART 450 Arts Education Approaches for Social and Emotional Learning 3 This is an interdisciplinary course designed to benefit any student pursuing a career in public service (education, art therapy, social work, art, community activism). Students in this course will learn how to connect theories relevant to multidisciplinary arts education, expressive arts therapy/psychology, and special education in order to create optimal social and emotional learning environments for individuals and communities with special needs and/or diverse abilities. Lab fee. University Core fulfilled: Integrations: Interdisciplinary Connections.

ART 453 Drawing III: Formal Issues 3 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. Lab fee. Prerequisite: ART 153 or consent of instructor.

ART 454 Drawing IV: Figure Composition 3 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. Lab fee. Prerequisites: ART 153 and ART 154, or consent of instructor.

ART 455 Methods in Teaching Secondary Art 3 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 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. Lab fee. Prerequisites: ART 302, ART 360, and ART 368. Recommended: ARHS 3560 and ART 468.

ART 464 Introduction to User Experience Design 3 An introduction to the principles of user experience design. Students design experiences for a range of contexts and engage with human computer interaction principles and human-centered design methods, including conducting user research, ideating, sketching, prototyping, and iterating based on user feedback. Prerequisite: ART 260.

ART 468 Typography II 3 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. Lab fee. Prerequisite: ART 368. Recommended: ARHS 3560.

ART 478 Ceramics Workshop 3 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. Lab fee.

ART 480 Color Photography 3 Focus on the use of color in Photography and Imaging. Students learn large format film photography and digital imaging skills including scanning, digital printing, Photoshop, and Lightroom. Emphasis placed on the development of a personal project. Lab fee. Prerequisite: ART 280.

ART 481 Photographing Los Angeles 3 This interdisciplinary course looks at the various ways in which Los Angeles has been portrayed in the visual arts, film, literature, advertising, and new media from the late 19th century to the present while taking into account the cultural, historical, and physical dynamics of the city. Students will respond to the course material through the creation of various photographic projects and will learn camera function, digital imaging, and printing. Students will also engage in critical readings, complete written papers, and visit various sites throughout the city related to course content. Lab fee. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Engaged Learning.

ART 485 Advanced Printmaking 1 TO 3 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. Lab fee. Prerequisite: ART 385 or ART 386 or ART 387.

ART 490 Senior Design Thesis 3 The senior thesis in design provides the opportunity to explore design as a liberal arts activity through focused study around the design disciplines, or the application of design to a specific subject matter. Students independently address topic areas within a creative project resulting in a body of work (aside from the professional portfolio). The topic(s) should address one or more of the following issues: the societal impact of design; design as a process for innovation; the historic and contemporary contexts of design; design as an experiential medium. Senior standing required. Lab fee. Prerequisites: ART 302, ART 360, ART 368, and ART 460.

ART 494 Multimedia Internship 3 Professional experience in multimedia. May be repeated for degree credit for further development. Studio Arts majors only. Consent of instructor required. University Core fulfilled: Flag: Engaged Learning.

ART 495 Advanced Studio Studies 1 TO 3 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 3 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 and Art Education majors. Studio Arts majors, Fine Arts and Art Education Emphasis only. Prerequisite: ART 397 or consent of instructor.

ART 498 Special Studies 1 TO 3

ART 499 Independent Studies 1 TO 3 Senior standing required.

COMMUNICATION STUDIES

CMST 1600 Nature of Theory 4 This course introduces students to the field of communication studies. Students will study the field's disciplinary history, the nature of theory, and foundational concepts from multiple subfields within the discipline. Must be completed with a grade of C (2.0) or higher.

Majors only.

CMST 1700 Nature of Inquiry 4 This course overviews the research process, with an emphasis on the foundational skills necessary to conduct original research, including: generating research questions; developing scholarly arguments; locating, retrieving, and evaluating sources; and actual data collection methods. 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 higher. Majors only. Prerequisite: CMST 1600.

CMST 2100 Relational Communication 4 This course is designed to introduce the students to interpersonal 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. Must be completed with a grade of C (2.0) or higher. Majors only. Prerequisites: CMST 1600 and CMST 1700. University Core fulfilled: Flag: Quantitative Literacy.

CMST 2200 Intercultural Communication 4 A study of the principles and theories of human communications related to cross-cultural encounters. This course emphasizes understanding the relationship between persons and culture and for improving communication between persons from different cultural backgrounds. Must be completed with a grade of C (2.0) or higher. Majors only. Prerequisites: CMST 1600 and CMST 1700.

CMST 2300 Organizational Communication 4 This course is designed to introduce the students to the field of organizational communication and the relationship between organization and communication. The course allows 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 communication 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 higher. Majors only. Prerequisites: CMST 1600 and CMST 1700. University Core fulfilled: Flag: Quantitative Literacy.

CMST 2400 Contemporary Rhetorical Theory 4 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 higher. Majors only. Prerequisites: CMST 1600 and CMST 1700.

CMST 2500 Media Studies 4 This course introduces students to three key areas in the field of media and communication: 1) media industries, circulation and the political economy of media; 2) the legacy of British Cultural Studies in exploring identity, resistance, and the active audience; 3) media effects, including quantitative audience reception studies and ethnographic approaches to audience analysis. Students will be encouraged to directly engage with the political, social, cultural, and economic influence of evolving technologies and mediums in our digitally mediated global environments. Must be completed with a grade of C (2.0) or better. Majors only. Prerequisites: CMST 1600 and CMST 1700.

University Core fulfilled: Flag: Quantitative Literacy.

CMST 2700 Interrogating Tourism 4 This course critically examines the implications of cultural and spiritual tourism in the United States and the world with special attention to identities and differences, such as race, sex, gender, sexuality, and ability. In particular, the course will explore the struggle of people/s to preserve their cultural and spiritual identity relative to the role of the tourism industry in protecting their cultural heritage, resources, and sites. The course promotes multicultural awareness, hospitality, and sensitivity as a means of recognizing others and minimizing the exploitation of their culture. Majors only.

CMST 2800 Advanced Public Communication 4 This course provides advanced training in argumentation skills, including logical reasoning, the use of evidence, and effective organization of content. Students will conduct topical research and prepare oral and written arguments. Must be

completed with a grade of C (2.0) or higher. Majors only. Prerequisites: CMST 1600 and CMST 1700. University Core fulfilled: Flags: Information Literacy, Oral Skills.

CMST 2900 Communication Approaches to PR 4 This course introduces to students to the ways in which sub-fields within communication studies relate to the field of public relations. Specific topical areas include the relationships among public relations and: 1) rhetoric; 2) media/social media; and 3) social-scientific approaches to persuasion. The course also addresses information gathering and information literacy skills as relevant to the field of public relations. Must be completed with a grade of B (3.0) or higher. CMPR minors only.

CMST 2998 Special Studies 1 TO 4

CMST 2999 Independent Studies 1 TO 4

CMST 3110 Gender Communication 4 This course provides an examination of the communication styles of males and females in a variety of settings. Course surveys gender similarities and differences in verbal and nonverbal communication with an emphasis on how males and females perceive the world and how these perceptions affect the human communication process. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2100 or CMST 2400, and CMST 2800.

CMST 3120 Family Communication 4 This course examines aspects of interpersonal and relational communication within the context of the family system. Topics including family identity and the creation of shared family meanings, family intimacy, family roles, family power dynamics, managing family conflict and family stress, and intergenerational family relationships are investigated through the lens of the family communication system. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2100, and CMST 2800.

CMST 3130 Prosocial Behavior and Communication 4 This course will identify prosocial behavior and communication, contrast it with antisocial norms, and focus on the values inherent in the caring, sharing, and ways of building relationships and communities with an emphasis on the possibilities for both individual and collective growth and well-being. Emphasis will be on the understanding of both individual and group behaviors that promote effective and cooperative prosocial communication.

Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2100, and CMST 2800.

CMST 3140 Spiritualism and Loving Relationships 4 In this course, students will learn the complicated dimensions of communication in loving relationships from a spiritual perspective. Exploring the nature of communication in any kind of loving relationship from a spiritual perspective, whether with parents and children, between siblings, or between romantic partners, will help bring about spiritual enrichment and transformation in our relationships with our family, friends, and lovers. The aim of this course is to explore ways to become better communicators by being grounded in spiritualism. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2100, and CMST 2800. University Core fulfilled: Flag: Writing.

CMST 3150 Persuasion 4 This course provides an overview of basic social-scientific theories of persuasion (fear appeals, social proof, liking, reciprocation, social judgment theory, etc.). Then, the course examines how these social-scientific approaches differ from and complement other approaches to understanding the practice of persuasion. Draws on Robert Cialdini's work in the psychology behind various persuasive techniques. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major prerequisites: CMST 1600, CMST 1700, CMST 2100, and CMST 2800. Minor prerequisites: CMST 2900 University Core fulfilled: Flags: Engaged Learning, Oral Skills.

CMST 3180 Leadership and Interpersonal Communication 4 In this course we will explore a wide range of human behavior as it relates to leadership development and communication with an emphasis on global communication issues. Students will learn about leadership, strengthen leadership skills, and learn to value their potential for leadership. This course will integrate theory and practice to build leadership competencies required in today's global workplace. This course is largely experiential and guided by the principle that leadership is a skill that can be developed and refined. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major prerequisites: CMST 1600, CMST 1700, either CMST 2100 or CMST 2300, and CMST 2800. Minor prerequisites: CMST 2900 University Core fulfilled: Integrations: Interdisciplinary Connections.

CMST 3190 Advanced Topics in Interpersonal Communication 4 Seminar addressing selected, advanced topics in interpersonal communication. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2100, and CMST 2800. May be taken twice for degree credit if subject/title differ.

CMST 3191 Relationships in Context 4 This course introduces students to the interdisciplinary study of human relationships, with a particular focus on the sociocultural approach to relating and communicating. This course is based on the premise that relationships are far more than the matching of personalities or the forming of emotional bonds. Rather, our relational experiences are situated within and shaped by larger historical, social, cultural, technological, and political contexts. Through readings, lectures, class discussions, and film analyses, students will explore social rules in relational conduct, the cultural codes of love and romance, the material/technological circumstances of relating, and the politics of private life. This course is also designed to encourage students to rethink some popular assumptions that inform our understanding of interpersonal communication, such as the false binary of public/private, the illusion of relationships as containers, and the centrality of individualism and cognition. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2100, and CMST 2800. University Core fulfilled: Integrations: Interdisciplinary Connections.

CMST 3192 Global Intimacies 4 This course introduces students to the interdisciplinary study of personal relationships, particularly romantic relationships, familial relationships, and intimate and reproductive labor, from a cross-cultural perspective. It explores two broader issues: global diversities in the ideas and practices of close relationships and the impact of globalization on private lives. Readings include scholarship from communication studies, anthropology, and sociology on issues such as romance and courtship, marital and intergenerational relations, queer intimacies, cross-border marriages, transnational adoption, migrant families, and the global commodification of sex and reproductive labor. Must be completed with a grade of C (2.0) or higher. Junior or senior standing

required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2100 or CMST 2200, and CMST 2800.

CMST 3210 Power and Culture 4 Culture, in any given state or formation, across time or space, is never a neutral arbitrator nor static in its configuration. As a way of life, as an apparatus governing life, culture is fluid, contested, visceral, and constantly in the process of reformation. Culture is always already a social construction and always already power-laden. This course centers the roles and functions of power--the ability to control, hold authority, dominion or rule over others--and culture. In this class, 1) we will learn how to think critically about the construction of culture(s), 2) we will explore the impact of American empire and its discursive practices on other cultures and nations, and 3) we will explore the constructive nature of power and discourse. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2200, and CMST 2800.

CMST 3220 Race, Culture and Sport 4 This course explores the long-standing history of sport as it relates to race and culture. Beginning with historical contexts regarding the post-American Civil War (1861-1865) African American jockey movement to #BlackLivesMatter and from Muhammad Ali to LeBron James, this course also dives into the infamous relationship between sport and politics. Lastly, this course explores how sport has influenced culture and caused societal shifts when it comes to issues on social justice. Prerequisites: CMST 1600, CMST 1700, CMST 2200, and CMST 2800. Junior or senior standing required. Majors only. Must be completed with a grade of C (2.0) or higher.

CMST 3290 Advanced Topics in Intercultural Communication 4 Seminar addressing selected, advanced topics in intercultural communication. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2200, and CMST 2800. May be taken twice for degree credit if subject/title differ.

CMST 3310 Media and Marketing Communication 4 This course provides a comprehensive introduction to integrated marketing communications, media selection, and campaign execution. Students will learn the elements of a successful strategic communications plan by evaluating advertising, public relations, and marketing silos and their impact on motivating target audiences. In this course, students will learn to evaluate audience demographics and apply appropriate communication channels and messages based upon audience needs and the business realities of marketing campaigns. A key course objective is to gain an understanding of how to propose and implement an integrated marketing communications plan from the viewpoints of advertising agencies, businesses, and nonprofit entities. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major Prerequisites: CMST 1600, CMST 1700, CMST 2300, and CMST 2800. Minor Prerequisites: CMST 2900

CMST 3320 Sexualities and Organizational Communication 4 This course develops and facilitates learners' critical knowledge of the intersections between sexualities, organizations, and communication. Over the course of the semester, we will build a queer understanding of sexuality and organizational communication that is guided by the question, "what would it mean to embody a sexual ethics of organizing?" Building upon theoretical approaches to organizational communication, this course lays an anti-foundational understanding of sexuality, or rather we will come to know sexualities as strange, plural achievements that are lived and embodied within a contested terrain of history, culture, power, and labor. Must be completed with a grade of C (2.0) or higher. Junior or

senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2300, and CMST 2800. University Core fulfilled: Integrations: Interdisciplinary Connections.

CMST 3325 Communication and Healthcare 4 Communication plays a critically important role in many different aspects of the healthcare process from care delivery to public health campaigns. This course offers a broad survey of health communication theory, research, and practice focused on patient-provider interaction, communication in healthcare organizations, culture and health, health education, and social marketing. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major Prerequisites: CMST 1600, CMST 1700, either CMST 2100 or CMST 2300, and CMST 2800. Minor Prerequisites: CMST 2900 University Core fulfilled: Integrations: Interdisciplinary Connections.

CMST 3330 Corporate Ethics and Social Responsibility 4 This course consists of a critical exploration of theories and practical applications of corporate ethics and corporate social responsibility (CSR). Students will analyze and critique organizational messages surrounding corporate crises, ethics case studies, and exemplars of corporate social responsibility in the news, historical accounts, and film/documentaries. Students will also learn about being an informed consumer by experiencing a week without a sweatshop, in which they research organizational practices, ethics, production and supply chains, and whether or not employees are paid a living wage, while keeping track of all their purchases for a week, journaling, and writing a self-reflection of the process. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2300 or CMST 2400, and CMST 2800.

CMST 3335 Sport and Public Communication 4 This course will explore the interplay between the business, socioeconomic, and cultural dynamics of sport and how these intersections are influenced by the aspect of public communication. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major Prerequisites: CMST 1600, CMST 1700, CMST 2300, and CMST 2800. Minor Prerequisites: CMST 2900

CMST 3340 Communication and Work Life Balance 4 This course examines the paradox of work-life balance in the lives of workers who are parents, adult caregivers of aging parents, spouses, significant others, and friends who juggle work and their personal lives. With the boundaries between work and home becoming more and more permeable, work and personal relationships and responsibilities become more complex. In this course we examine the discourses of work-life management in regards to everyday practices as well as organizational policies--the relational level and the organizational level. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2300, and CMST 2800.

CMST 3350 Nonprofit Communication Campaigns 4 This class is a Community Based Learning (CBL) course and requires completion of volunteer hours with a nonprofit organization. Students will work in teams to design and write communication campaign items, such as brochures, flyers, fundraising letters and PowerPoint presentations, and social media content for a nonprofit organization. The course is grounded in Social Justice and Community-Based Learning theories and applied communication practices. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major Prerequisites: CMST 1600, CMST 1700, CMST 2300 or CMST 2400, and CMST 2800. Minor Prerequisites: CMST 2900 University Core fulfilled: Flag: Engaged Learning.

CMST 3370 Gender and the Workplace 4 This class will explore basic theories and principles of communication and gender in organizational contexts through lecture, class discussions, case studies, assigned readings, films, and written assignments. Students will develop an understanding of gender issues at work and how we construct gendered stereotypes, policies, and values. The course will culminate in a study of some gender context within the workplace, such as sexual harassment, gender pay equity, mentoring practices, etc. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2300, and CMST 2800.

CMST 3380 Communication Consulting 4 In this course, students will actively explore the roles and responsibilities of consultants. Students will be introduced to common elements of consulting interventions and will apply these elements in case studies that will be engaged first as an entire class and later in small groups of students who have assigned individual responsibilities in managing the cases on which they are working. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major Prerequisites: CMST 1600, CMST 1700, CMST 2300, and CMST 2800. Minor Prerequisites: CMST 2900

CMST 3390 Advanced Topics in Organizational Communication 4 Seminar addressing selected, advanced topics in organizational communication. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2300, and CMST 2800. May be taken twice for degree credit if subject/title differ.

CMST 3410 Political Communication 4 The act of deliberation is the act of reflecting carefully on a matter weighing the strengths and weaknesses of alternative solutions to a problem. It aims to arrive at a decision or judgment based not only on facts and data but also on values, emotions, and other less technical considerations. This course takes a unique approach to the field of political communication by viewing key concepts and research through the lens of deliberative democracy theory. This course focuses on how communication is central to democratic self-governance primarily because of its potential to facilitate public deliberation. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2400, and CMST 2800.

CMST 3420 Rhetoric of Women 4 This course provides the opportunity to explore and analyze rhetorical texts created by women in a variety of contexts and for a range of purposes. The overall goal of the course is to examine the ways in which women develop and use rhetoric to function in, challenge, and change the world. Various texts including writing, speaking, visual and performing arts, as well as media forms will be used to understand rhetorical situations, concerns, and goals of women. Students will gain an understanding of feminist perspectives on communication as a foundation for critically questioning, evaluating, and re-envisioning the nature of communication in our socially constructed world. In this course, gender is viewed as a lens, platform, and position that significantly affects and can radically transform our personal, local, and global lives. Particular attention will be given to the ways in which gender and gender issues intersect with race, class, and sexuality. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2400, and CMST 2800.

CMST 3425 Rhetoric and Race 4 This course provides the opportunity to explore and analyze various rhetorical texts through the lens of theories created by Black, Indigenous, and People of Color (BIPOC). Students will explore rhetorical theories from BIPOC perspectives. Offering alternatives to

traditional rhetorical theory and gaining a deeper understanding of current uprisings for racial justice in our contemporary socio-political context, including: agency, liberation theory, decolonization, and marginalization, among other constructs. The main goal of the course is to examine ways in which BIPOC develop and use rhetoric to 1) function in and challenge systems of oppression, 2) work to dismantle racism, and 3) transform our collective discourse. Seminar addressing selected, advanced topics in rhetorical studies. Prerequisites: CMST 1600, CMST 1700, CMST 2400, and CMST 2800. Junior or senior standing required. CMST majors only. Must be completed with a grade of C (2.0) or higher.

CMST 3430 Culture, Crime, and Punishment 4 This course examines cultural constructions of crime and punishment. Although the course focuses primarily on the U.S. criminal justice system, we will attend to the prison industrial complex's global reach. Consequently, the course gives students the opportunity to examine one of the most pressing social issues of our time. We will focus our study of cultural constructions of crime and punishment in three different rhetorical cultures: public discourse, prisoners' discourse, and prison activism discourse. These three arenas map onto the three units of the course: 1) Crime and Punishment in the Cultural Imagination; 2) Crime and Punishment in the Prisoners' Imagination, and 3) From Criminal Justice to Transformative Justice. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2400 or CMST 2500, and CMST 2800. University Core fulfilled: Integrations: Interdisciplinary Connections.

CMST 3440 Media Criticism 4 Seminar emphasizing the critical analysis of contemporary media texts. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2400 or CMST 2500, and CMST 2800.

CMST 3450 Rhetoric of Social Movements 4 The purpose of this course is to facilitate a critical and practical awareness of rhetoric's relationship to social change. As such, this class is both theoretical and practical. This class will analyze individual and group rhetorical strategies and tactics, and consider the utility of these strategies in relation to groups that are attempting to create social change. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2400, and CMST 2800.

CMST 3455 Public Advocacy and Activism 4 This course will fuse theory and practice through the lenses of public policy and activism/advocacy. Students will refine their persuasive speaking/writing skills, put theory into practice via hands-on fieldwork, hone leadership/motivational abilities, be inspired by the rich history of student-led activism and resistance, research and develop communication strategies for (re)framing of issues, and empower themselves to work for a better tomorrow for all. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2400, and CMST 2800.

CMST 3460 Gender, Sexuality, and the Media 4 This course explores ways in which mass media help form, reproduce, and challenge our understanding of gender and sexuality. As a culture saturated with media institutions, we cannot remain untouched by their reach, and consequently, their ideas about what it means to be masculine, feminine, transgendered, racially marked, heterosexual, bisexual, lesbian, gay, queer, or sexually fluid. The course explores how gender and sexuality become normalized through mass media, and what makes possible the disruption of certain constructions of gender or sexuality. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2400 or CMST 2500, and CMST 2800.

CMST 3470 Primetime Crime 4 This course is a media criticism course focused on the genre of television crime programs. It explores various sub-genres including the detective story, forensic scientists show, the cop show, and the mafia story. It also explores the transnational circulation of this genre in American, European, and Australian contexts. As we explore this genre historically from early radio programs to digital platforms like Netflix, we will consider changes in the television landscape that impact both our TV consumption and the place of crime stories in our lives. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2400 or CMST 2500, and CMST 2800.

CMST 3480 Visual Communication 4 This course helps students cultivate visual literacy in order to better navigate a world of increasing visuality. By adopting a rhetorical perspective toward visual communication, the course examines images designed to persuade and constitute audiences. In the process we will explore the role of visual communication in shaping public opinion, cultural values, and laws. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2400, and CMST 2800.

CMST 3490 Advanced Topics in Rhetoric 4 Seminar addressing selected, advanced topics in rhetorical studies. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2400, and CMST 2800. May be taken twice for degree credit if subject/title differ.

CMST 3510 Wires and Empires 4 In this course, students will first be introduced to key international communications theories and will then be asked to consider whether the introduction of Web 2.0, inexpensive mobile technology, and other recent digital media advances are reinforcing or disrupting existing patterns of globalization. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Major Prerequisites: CMST 1600, CMST 1700, CMST 2500, and CMST 2800. Minor Prerequisites: CMST 2900 CMST majors/CMPR minors only.

CMST 3520 Digital Self 4 Our central question in this course will be: what's the nature of online identity? In this class, we'll explore that question through examining: theoretical approaches to self and society, arguments for and against technological determinism, technology's contested impact on civic engagement and community, and the profound influence of digital marketing and digital marketing research tools on consumers-as-brands. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2500, and CMST 2800.

CMST 3525 Social Media Management 4 This course explores the origins of social media and how it shapes our interactions with brands, people, and governments. Junior or senior standing required. Major Prerequisites: CMST 1600, CMST 1700, CMST 2800, and CMST 2500. Minor Prerequisites: CMST 2900. CMST majors/CMPR minors only. Must be completed with a grade of C (2.0) or higher.

CMST 3530 Digital Rhetoric 4 This course focuses on analyzing how technologies alter audience, author, text, rhetorical strategies, message, and channels of communication. Students will become better versed in criticism and consumption of digital texts and media. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. CMST majors/CMPR minors only. Major Prerequisites: CMST 1600, CMST 1700, either CMST 2400 or CMST 2500, and CMST 2800. Minor Prerequisites: CMST 2900

CMST 3540 Environmental Communication 4 Seminar focusing on issues of environmental conservation and justice from a communication studies perspective. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, either CMST 2400 or CMST 2500, and CMST 2800.

CMST 3545 Immersed in Urban Oil 4 Immersed in Oil is a course focused on documenting the oil infrastructures of LA County and producing a publicly accessible and immersive archive of research about the communities that inhabit local oil fields. In this course, teams of Journalism and Communication Studies students will document historic and contemporary oil refining and production practices and the social and environmental problems created by the petroleum industry in Los Angeles. Students will create a digital archive on a specific Los Angeles oil field: its history, oil infrastructure and records of public safety and environmental racism in relation to the communities that live on the field and adjacent to it. In the process of creating their digital archive, students will develop familiarity with an interdisciplinary skill set drawing on Communication theory, news reporting, documentary and immersive storytelling skills, archival research and VR/AR journalism. Junior or senior standing required. CMST majors only. Must be completed with a grade of C (2.0) or higher.

CMST 3550 Documentary in the Digital Age 4 This class outlines the evolution of the practices, technologies, and ethics of visual documentation as a means to understand how documentary filmmaking is being changed in and through digital media. The class will move historically through the development of documentary media beginning with early ethnographic films and documentaries. At each point in this history we will reflect on technological, social, and political shifts in filmmaking. Students will be expected to conceive of and execute a short documentary film project in small groups and will be asked to reflect on how their film engages with the theoretical topics discussed in this course. Training on the basics of filmmaking will be provided in class, though students will also be expected to master these skills through practice outside of class. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2500, and CMST 2800.

CMST 3555 Sound Studies: The Podcast 4 This course will introduce students to cultural, technological and historical understandings of the podcast as an art form and will also cover theories of sound in Media Studies. Students will learn the basics of capturing and editing audio, and crafting stories. And they will display these skills in the final project for the course: a multi-media podcast, designed, planned and produced in groups. Prerequisites: CMST 1600 , CMST 1700 , CMST 2500 , and CMST 2800 . Junior or senior standing required. CMST majors only. Must be completed with a grade of C (2.0) or higher.

CMST 3560 Mass Communication Law & Regulation 4 This course will review major legal issues affecting mass communication, including journalism, public relations, and broadcasting. Issues discussed will include: First Amendment freedoms, libel/ slander, rights of privacy and the media, obscenity, regulations specifically relating to broadcasting and the Federal Communication Commission, regulations specifically relating to advertising, and copyright laws. Major cases pertinent to each topic will be studied in an attempt to help the student understand why the law is as it is. Ethical considerations will be discussed throughout the course. Major Prerequisites: CMST 1600 , CMST 1700 , CMST 2800 , and CMST 2500. Junior or senior standing required. CMST majors only. Must be completed with a grade of C (2.0) or higher.

CMST 3560 Mass Communication Law & Regulation 4 This course will review major legal issues affecting mass communication, including journalism, public relations, and broadcasting. Issues

discussed will include: First Amendment freedoms, libel/ slander, rights of privacy and the media, obscenity, regulations specifically relating to broadcasting and the Federal Communication Commission, regulations specifically relating to advertising, and copyright laws. Major cases pertinent to each topic will be studied in an attempt to help the student understand why the law is as it is. Ethical considerations will be discussed throughout the course. Major Requisites: CMST 1600 , CMST 1700 , CMST 2800 , and CMST 2500 . Junior or senior standing required. CMST majors only. Must be completed with a grade of C (2.0) or higher.

CMST 3570 Critical Issues in Journalism 4 This interdisciplinary course offers a critical, cultural studies analysis of ethical and representational issues in digital, broadcast, print, and other modes of media. We will examine legal and ethical issues in journalism through the lens of historical and contemporary news and popular culture, political economy of mass communication, and legal and organizational case studies. Key themes will arise repeatedly throughout the semester, including ethics, free speech, digitalization, representation, privacy, public sphere, transparency, bias, agenda-setting and priming, media effects, regulation of the media, the tabloidization of the news and political culture, objectivity, professionalization, and the importance claims to facts. Our discussions will be circular, not linear-meaning, we will look at where and how these issues intersect. Our focus will not be to find answers to the problems facing journalists today, but to raise questions about where we as news producers and consumers have come from and where we go from here. Junior or senior standing required. CMST majors only. Must be completed with a grade of C (2.0) or higher.

CMST 3575 Citizen Media 4 This course will look at the cultural, political, and technological significance of the rise of "citizen media" and its expression in constructs of 'alternative media' 'participatory culture' and 'user-generated. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2500, and CMST 2800.

CMST 3590 Advanced Topics in Media Studies 4 Seminar addressing selected, advanced topics in media studies. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, CMST 2500, and CMST 2800. May be taken twice for degree credit if subject/title differ.

CMST 3630 For the Love of the Game 4 This class will explore the intersections of sport, gender, and culture. The class will focus on legislation (such as Title IX) as well as the rules, norms, rites, and rituals that surround sports in our society. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3640 Popular Culture and the Law 4 This course will examine the relationship between varying forms of modern and historical media, and American Jurisprudence. We will explore the depiction and role of lawyers, jurors, and litigants, as well as differing genders, ethnic and socio-economic groups in the law. Students will study texts, film, and other productions, and participate in interactive lectures and written analysis of ethical issues, the legal process, and social justice. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3650 Performance, Culture, and Sexualities 4 This course will examine the many ways in which performance exists and operates in our culture with a focus on personal narrative, ethnographic fieldwork and literature. In addition, there will be a focus on deconstructing sex, gender, and sexuality

as rich sites of theoretical interpretation and performative interaction. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3660 Making Social Worlds 4 How one acts during "critical moments" can change the world. This course is designed to help you apply everything that you have learned and will learn about human communication. A particular focus of this course will be on the Coordinated Management of Meaning (CMM). We will explore how this theory can be used to improve communication in a wide variety of contexts, from interpersonal relationships, to workplace communication, to public dialogue and political discourse. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3670 Communication Theory and Popular Culture 4 In this course students investigate how different cultural forms communicate ideas about the world and about ourselves. We will begin by grounding ourselves in communication and rhetorical theory so that we have lenses through which to analyze texts. We will then discover what makes something popular culture; how various forms of pop culture shape and represent "reality" and social life; why we consume popular culture in the way that we do; and how we will create, "play with," and participate in, a popular culture event ourselves. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800. University Core fulfilled: Integrations: Interdisciplinary Connections.

CMST 3671 Comix and the Graphic Novel 4 Students read graphic novels dealing with themes such as love, mystery, illness, and death. Students critique graphic novels and write the critique as a comic book (with endnotes) in which the student interacts with the characters(s) from the graphic novels chosen. You will tell a story that uses words and images. Students propose and plan a story, shoot photographs, and then produce the comix using Comic Life 3 technology. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800. University Core fulfilled: Explorations: Creative Experience.

CMST 3710 Community Based Learning 4 Traditionally, community-based learning and service are distinct from courses of political action and social change. This course focuses on how hands-on community-based learning experiences and skills can act as a vehicle for just social change. Consequently, after the completion of this course, students will have garnered an understanding of the significant relationship between community-based learning, non-profit organizations, and social change. Students will gain hands-on experience in helping organizations create change from a social justice perspective. In so doing, students will gain Communication Studies theoretical and practical knowledge in the non-profit sector from community-based learning and social change perspectives. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3810 Advanced Forensics 4 This is an advanced course in argumentation and debate in which students apply communication concepts, theories, and research methods to address "real world" issues and problems in concrete contexts. In this course, successful students will be expected to analyze and adapt their messages based on specific audiences and contexts, capitalizing on their understanding of the complex and dynamic relationships between communicators, their messages, and their audiences in contexts which are challenging and time-bound. Students will be engaged in study of contemporary social, political, economic, and cultural issues. As debaters, students will be

required to develop their group and community-oriented skills by working in teams on and off campus, and traveling to intercollegiate debate competitions as required and possible. Debate, by its nature, sharpens students' appreciation of the value of understanding multiple perspectives on issues, the importance of reflection on the underlying premises on which these perspectives are grounded, and the necessity to think critically about one's own value system. Further, debate teaches students to value the learning process, acknowledging that no one can know all there is to know and that all are ignorant of information that will enhance our capacity to understand more fully why someone else has come to a different conclusion about the facts and values being debated. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800. Consent of instructor required.

CMST 3820 Communication Practicum 4 Communication Practicum is a CMST application class that provides students with an opportunity to gain practical experience in a communication-related field in preparation for obtaining a position after graduation. This course provides an opportunity for directed experiences in applying the principles and skills of communication theory while performing specific tasks in the workplace. Students will be able to continue to explore and develop career interests and talents while participating in the internship setting, experience networking, and learn transferable workplace skills. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800. University Core fulfilled: Flags: Engaged Learning, Oral Skills.

CMST 3830 Communication and Legal Practice 4 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. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3840 Mediation and Communication 4 Mediation is a process that depends on a great deal of communication savvy; whether you are participating as the mediator, a lawyer, or as a client, understanding the communication principles that are at work in the give-and-take of mediation can help you achieve more satisfying results. In this class we will focus on principles of negotiation, based on a communicative understanding of conflict, persuasion, and situation analysis. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3860 Entertainment Management and Communication 4 This course focuses on the traditional organizational "models" in order to describe various structures and the functions of typical executives/managers within their organizations and within the industry. In addition, the course examines digital media and how these media intersect with traditional models. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 1600, CMST 1700, and CMST 2800.

CMST 3900 Principles of Public Relations 3 An introductory course that overviews strategies, concepts, theories, practices, and history of public relations. Must be completed with a grade of B (3.0) or higher. CMPR minors only.

CMST 3910 Writing for Public Relations 3 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.
Prerequisites: CMST 3900. CMPR minors only. Must be completed with a grade of B (3.0) or higher

CMST 3920 Public Relations Strategies 3 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. Prerequisites: CMST 3900 and CMST 3910. CMPR minors only. Must be completed with a grade of B (3.0) or higher.

CMST 3930 Business and Professional Communication 4 This course is designed to inform you of the fundamentals of how communication operates in professional and business environments. Learning to communicate ideas clearly and concisely is critical to success in the workplace. This course will also provide you with the foundation to achieve your professional goals and aid you in the next step of your career development. Upon completion of this course students will be able to: 1) deliver a variety of business presentations; 2) demonstrate proficiency in facilitating meetings and team development; 3) indicate knowledge and skills in conflict management; 4) understand the fundamentals of the interview process as well as develop a resume and cover letter; and 5) optimize social media profiles for success in the workplace. Must be completed with a grade of C (2.0) or higher.

CMST 3980 Public Relations Internship 1 to 3 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. Prerequisites: CMST 3900 and CMST 3910 CMPR minors only. Must be completed with a grade of B (3.0) or higher.

CMST 3998 Special Studies 1 TO 4 Junior or senior standing required.

CMST 3999 Independent Studies 1 TO 4 Junior or senior standing required. Majors only.

CMST 4150 Relational Communication Capstone 4 This capstone course examines advanced relational communication theories and their application to various contexts. Requires substantial original research. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 2100 and one course within the CMST 3100-3195 range. University Core fulfilled Flag: Writing

CMST 4250 Intercultural Communication Capstone 4 This capstone course examines advanced intercultural communication theories and their application to various contexts. Requires substantial original research. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 2200 and one course in the CMST 3200-3295 range.

CMST 4350 Organizational Communication Capstone 4 This capstone course examines advanced organizational communication theories and their application in various contexts. Requires substantial original research. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 2300 and one course in the CMST 3300-3395 range. University Core fulfilled: Flag: Writing.

CMST 4450 Rhetoric Capstone 4 This capstone course examines various ways rhetorical theories may be applied to discourse in order to highlight methods of rhetorical criticism. Requires substantial original textual analysis. Must be completed with a grade of C (2.0) or higher. Junior or senior standing

required. Majors only. Prerequisites: CMST 2400 and one course in the CMST 3400-3495 range. University Core fulfilled: Flag: Writing.

CMST 4500 Media Studies Capstone 4 This capstone course examines advanced media studies theories and their application to various contexts. Requires substantial original research. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: CMST 2500 and one course in the CMST 3500-3595 range. University Core fulfilled Flag: Writing

CMST 4750 Qualitative Methods Capstone 4 This capstone requires students to use advanced qualitative research methods and appropriate communication theories to examine a human communication phenomenon within a particular social context. Requires substantial original research. Must be completed with a grade of C (2.0) or higher. Junior or senior standing required. Majors only. Prerequisites: Either CMST 2100, CMST 2200, or CMST 2300, and one course in the CMST 3100-3195, CMST 3200-3295, or CMST 3300-3395 range. University Core fulfilled: Flag: Writing.
CMST 4999 Independent Studies 1 TO 4 Junior or senior standing required. Majors only.

DANCE

DANC 100 Orientation to Dance 1 An introduction to the discipline of Dance for Dance major students. This course addresses: student life at LMU and important programs offered throughout the campus as they relate to the dance artist. Topics include health and wellness, performance and choreographic opportunities, community service through dance, as well as an introduction to the study of dance, the art form as a profession, the off-campus dance community, and other important aspects of both the Dance major and the larger field of Dance. Majors only. Not repeatable for degree credit. Fall semester only.

DANC 102 Modern/Contemporary Dance I 0 TO 2 Fundamental movement techniques in the idiom of modern, post-modern, and contemporary forms. May be repeated for degree credit up to 2 times.
DANC 120 Ballet I 0 TO 2 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 TO 2 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 TO 2 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: The Choreographic Process 3 Principles of the choreographic process in relation to movement invention, choreographic devices, choreographic craft, presentation, feedback, and reflection. Groundwork in aesthetics and compositional theory. Dance majors and minors only. Offered in the Fall semester. University Core fulfilled: Explorations: Creative Experience.

DANC 161 Fundamentals of Dance Composition II: Dance Improvisation 3 Continuation of DANC 160 with an emphasis on dance improvisation as a choreographic practice and in performance. Dance majors and minors only. Offered in the Spring semester.

DANC 163 Introduction to Choreography 3 An introduction to dance composition and the applications of choreographic thinking for the non-major. Exploration of space, time, and energy through movement, sound, and text. University Core fulfilled: Explorations: Creative Experience.

DANC 174 Introduction to Yoga 1 An introduction to the theory and practice of yoga through exercise, meditation, and selected readings.

DANC 183 Stagecraft for Dancers 1 Introduction to basic principles of lighting, costuming, and production management. Offered in the Spring semester.

DANC 198 Special Studies 1 TO 3

DANC 199 Independent Studies 1 TO 3

DANC 202 Modern/Contemporary Dance II 0 TO 2 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. Continuation of study of historical context and aesthetic principles. May be repeated for degree credit up to 4 times. Lab fee. Corequisite: DANC 253. Audition: First class meeting.

DANC 220 Ballet II 0 TO 2 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 222 Fundamentals of Ballet Technique 0 TO 1 The study of the dynamics, line, skillful execution, and expressive performance of Ballet for the intermediate to advanced dancer. May be repeated for degree credit up to 2 times. Majors/minors only. Lab fee.

DANC 242 Jazz Dance II 0 TO 2 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 TO 2 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 TO 2 Study of the fundamental dance and performance skills associated with musical theatre dance. May be repeated for degree credit up to 4 times.

DANC 253 Dance Conditioning for First Years 0 to 2 Laboratory course using specialized training modalities for first year students. Corequisite: DANC 202 Modern/Contemporary II. May be repeated for degree credit up to 4 times.

DANC 260 Laban Movement Analysis: Applications for Dance Making 3 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 and Dance minors only. University Core fulfilled: Flag: Quantitative Literacy. Fall semester only.

DANC 262 Dance Styles and Forms 3 Exploration of dance composition based on styles of noted choreographers. Study of dance forms. Theory and practice as modes of study. Prerequisites: DANC 160, DANC 161, or DANC 163; and DANC 260. Spring semester only.

DANC 281 History of Dance Theatre 3 A study of Western dance development as an art form from earliest origins, through medieval religious pageantry, Renaissance court dances, 18th century stage dance, and culminating with Western dance in the 19th and 20th centuries. Evolution of ballet and modern dance forms in Europe and America. Offered in the Spring semester. University Core fulfilled: Flag: Information Literacy; Flag: Writing.

DANC 282 I Am, Therefore I Dance: Dance, Culture, and Society 3 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. Majors/minors only or by permission of instructor. Lab fee. University Core fulfilled: Foundations: Studies in American Diversity.

DANC 298 Special Studies 0 TO 3

DANC 299 Independent Studies 1 TO 3

DANC 302 Modern/Contemporary Dance III 0 TO 2 Continuation of DANC 202. More complex rhythmic patterns and movement design. Concentrated work on performance and projection techniques. Continuation of study of historical context and aesthetic principles. May be repeated for degree credit up to 6 times. Lab fee. Audition: First class meeting.

DANC 320 Ballet III 0 TO 2 Continuation of DANC 220. Variations of classical and contemporary ballet. Familiarity with the music, tradition and technical application of ballet. Study of historical and present-day context and aesthetic principles. May be repeated for degree credit up to 6 times. Lab fee. Audition: First class meeting.

DANC 323 Intermediate/Advanced Ballet 0 TO 2 Continuation of DANC 220 and DANC 320. Augmented work in ballet technique and performance. May be repeated for degree credit up to 8 times. Lab fee. Audition: First class meeting.

DANC 342 Jazz Dance III 0 TO 2 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 TO 2 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 TO 2 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.

DANC 347 Intermediate Hip Hop 0 TO 2 Study of hip hop technique, aesthetics, and its historical and contemporary contexts. May be repeated for degree credit up to 8 times.

DANC 348 Musical Theatre Dance II 0 TO 2 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 4 times. Audition: First class meeting.

DANC 353 Dance Conditioning 0 TO 2 Laboratory course using specialized training modalities selected from Pilates, Feldendrais, and other physical systems. May be repeated for degree credit up to 6 times. Corequisite: DANC 202 (for first-year students only).

DANC 363 Multiple Ways of Knowing and Showing: Music and Dance 3 This course will introduce students to fundamental principles and concepts in Music and Dance. Students will study the elements of Music and Dance and engage in creative expression. They will investigate each art form as a discrete discipline, and they will investigate how these art forms integrate with each other as well as with other subjects in the pre K-12 curriculum (e.g., reading, mathematics, sciences, and social studies). The course emphasizes learning using multiple intelligences (Musical Intelligence , Bodily-Kinesthetic Intelligence , Existential Intelligence , and Social-Interpersonal/Intrapersonal Intelligences , along with Verbal-Linguistic, Mathematical, and Visual-Spatial Intelligence). Students will focus on these intelligences as discrete and diverse ways of knowing and expressing facts, concepts, and feelings. They will also practice integration of these intelligences experiencing the possibilities of the potential synergy when these intelligences work in concert with each other. Open to sophomores, juniors, and seniors only. Lab fee. Meets Liberal Studies Credential requirement. Spring semester only.

DANC 364 Multiple Ways of Knowing and Showing: Laboratory 1 Practicum for DANC 363. Spring semester only.

DANC 371 Martial Arts 0 TO 2 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. Lab fee.

DANC 374 Yoga I 0 TO 2 Theory and practice of yoga through exercise, meditation, and selected readings.

DANC 375 Yoga II 0 TO 2 Continuation of yoga practice begun in Yoga I. Prerequisite: DANC 374.

DANC 376 Yoga for Dancers 0 TO 2 Yoga practice particularly designed for those pursuing in-depth dance technique training. Majors only.

DANC 377 Dance Production 0 TO 1 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 Completion of a service project on campus or in the community.

DANC 379 Dance Tour Group: Teaching and Performance in the Field 0 TO 3 A practicum course in which students choreograph, produce, perform, and/or teach on campus and select K-12 schools,

dance studios, community centers, and other venues off campus. May be repeated for degree credit up to 4 times.

DANC 380 Introduction to Music 3 Study of the elements of music theory and history which are common to dance and music. Majors/minors only. Sophomores, juniors, and seniors only.

DANC 382 Djembe Drumming 2 An introduction to the techniques and rhythms of West African djembe drumming.

DANC 385 Movement Arts for Children 3 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. Fall semester only.

DANC 387 Dance as Social Action 0 TO 3 Theoretical, practical, and artistic exploration of Dance as a cultural phenomenon and its role in social change. May be repeated for degree credit up to 2 times. Majors/minors only or by permission of instructor. Prerequisites: DANC 282 or DANC 484 or by permission of instructor. University Core fulfilled: Flag: Engaged Learning (when taken for 3 semester hours).

DANC 388 Careers in Dance 1 Practical and theoretical study of dance-related careers.

DANC 397 Dance in Its Cultural Context 0 TO 2 A study of a selected dance form as it is contextualized in its original time, place, social, and/or religious origin. May be repeated for degree credit as long as selected topic differs.

DANC 398 Special Studies 1 TO 3

DANC 399 Independent Studies 0 TO 3

DANC 402 Modern/Contemporary Dance IV 0 TO 2 Continuation of DANC 302. Study focuses on subtlety in energy, range, and expression, along with concentration of style, rhythmic patterns, and movement design. Continuation of study of historical context and aesthetic principles. May be repeated for degree credit up to 8 times. Lab fee. Audition: First class meeting.

DANC 403 Friday Dance Workshop 0 TO 1 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/Contemporary Dance V 0 TO 2 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. Continuation of study of historical context and aesthetic principles. May be repeated for degree credit up to 6 times. Lab fee. Prerequisites: DANC 102 or DANC 202, and DANC 302 and DANC 402.

DANC 420 Ballet IV 0 TO 2 Continuation of DANC 320. May be repeated for degree credit up to 8 times. Audition: First class meeting. Lab fee.

DANC 421 Pointe and Variations 0 TO 2 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 423 Ballet V 0 TO 2 Continuation of DANC 420. May be repeated for degree credit up to 8 times. Audition: First class meeting. Lab fee. Prerequisite: DANC 320 or DANC 323 or DANC 420.

DANC 444 Tap Dance IV 0 TO 2 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 TO 2 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 TO 2 Continuation of DANC 445. Pre-professional emphasis including auditioning and career planning. May be repeated for degree credit up to 8 times. Lab fee. By audition only.

DANC 460 Dance Theory and Criticism 3 Formal seminar in philosophy of art and aesthetic criticism. Senior standing required. Majors only. Prerequisites: DANC 281 and DANC 282.

DANC 461 Senior Thesis: Project 3 Preparation and presentation of performance or research thesis. Senior standing required. Co-requisite: DANC 462 Majors only. University Core fulfilled: Flag: Writing.

DANC 462 Mentorship: Senior Thesis 0 TO 1 One-on-one guidance on the development and presentation of the Senior Thesis Project. Co-requisite: DANC 461 May be repeated for degree credit up to 2 times.

DANC 479 Rehearsal and Performance 0 TO 3 Format varies by semester. Auditioning, rehearsing, performing, and/or producing in the Dance Department main stage productions. May be repeated for degree credit up to 8 times. University Core fulfilled: Flag: Engaged Learning (when taken for 3 semester hours). Majors and minors only.

DANC 480 Kinesiology for Dancers I 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics. Lab fee.

DANC 481 Kinesiology for Dancers II 3 Continuation of DANC 480. Prerequisite: DANC 480 or HHSC 150 or consent of instructor. Offered in the Spring semester. Lab fee. University Core fulfilled: Integrations: Interdisciplinary Connections.

DANC 484 Principles of Teaching Dance 3 Theory and practice of effective dance instruction, including methods, lesson plans, and practice teaching of high school students and adults. University Core fulfilled: Flag: Oral Skills. Majors/minors only. Prerequisites: DANC 102 and DANC 202, or DANC 202 and DANC 302, and DANC 160 or DANC 163.

DANC 485 Internships 1 TO 3 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 Use of computer technology and other media in the making and performance of dance. Lab fee. Alternate semesters.

DANC 489 Performance Techniques Workshop 0 TO 3 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). Lab fee. Fall semester only.

DANC 498 Special Studies 1 TO 3

DANC 499 Independent Studies 1 TO 3

INTERNSHIP

ICFA 2100 CFA Internships 0 TO 1 Students in this course will complete an internship while reflecting on how it relates to their College of Communication and Fine Arts coursework, professional skills, and career goals. This is a virtual course that includes assignments designed to expand your professional network, while developing strategies for the full-time job search. Students considering this course are strongly encouraged to work with Career and Professional Development (CPD) in the term preceding their internship. To successfully identify and apply to opportunities, please schedule an appointment with a career coach via Handshake, or stop by CPD to meet with a Peer Advisor. Credit/No Credit grading.

INTERDISCIPLINARY APPLIED PROGRAMS

IDAP 198 Special Studies 1 TO 3

IDAP 199 Independent Studies 1 TO 3

IDAP 298 Special Studies 1 TO 3

IDAP 299 Independent Studies 1 TO 3

IDAP 300 Principles of Public Relations 3 An introductory course that overviews strategies, concepts, theories, practices, and history of public relations. CMPR Minors only.

IDAP 301 Advanced Media Production 3

IDAP 310 Writing for Public Relations 3 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. Prerequisite: Grade of B (3.0) or higher in IDAP 300. CMPR Minors only.

IDAP 325 Public Relations Practicum: PRSSA 1 This course is designed to inform students about the dynamics and purposes of the public relations industry. The course aims to lay foundations for work in the field of public relations and to build a bridge to career success. Participants will have opportunities for mentorship from peers and PR professionals while they develop speaking, writing, interpersonal, and leadership skills. The coursework prepares students for potential entrance in the

Public Relations minor located in the Communication Studies Department (CMST) as well as other PR-related courses offered in Interdisciplinary Applied Programs (IDAP). Concurrent membership in LMU's chapter of the Public Relations Student Society of America (PRSSA) is encouraged.

IDAP 340 Video Production for Public Relations 3 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 370 Public Relations Strategies 3 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. Prerequisite: Grade of B (3.0) or higher in IDAP 300 and IDAP 310. CMPR Minors only.

IDAP 380 Public Relations Internship 1 to 3 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. Prerequisite: Grade of B (3.0) or higher in IDAP 300 and IDAP 310. CMPR Minors only.

IDAP 398 Special Studies 1 TO 3

IDAP 399 Independent Studies 1 TO 3

IDAP 400 Introduction to Social Media 3 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

IDAP 420 Events Management 3 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 TO 3

IDAP 499 Independent Studies 1 TO 3

MARITAL AND FAMILY THERAPY

MFTH 600 Art Therapy Literature and Assessment 2 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 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 This course provides an introduction to the systems theory as a foundation to therapeutic intervention in marital and family therapy. The groundwork provides the conceptual view for the exploration of theoretical perspectives in the family therapy literature. A variety of family structures including traditional and non-traditional forms are studied as well as their clinical implications for the marital and family therapist.

MFTH 604 Child Psychotherapy: Theory and Practice 2 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 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 2 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. Corequisite: MFTH 680.

MFTH 609 Introduction to Mental Health Services 2 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 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 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 2 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 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 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 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 social populations.

MFTH 617 Practicum/Supervision I 3 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 clients and 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. Successful completion of this course is a prerequisite for enrollment in MFTH 618.

MFTH 618 Practicum/Supervision II 4 The main objective of this course is continued supervised application of marital and family theory and psychotherapeutic techniques, including the application of art therapy, in field placement. Students will continue to have opportunities to work with clients and consumers in the community mental health system and demonstrate a developing 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. Successful completion of this course is a prerequisite for enrollment in MFTH 619. Prerequisite: MFTH 617.

MFTH 619 Practicum/Supervision III 4 The main objective of this course is continued 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 clients and consumers in the community mental health system and demonstrate a developing 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. Prerequisite: MFTH 618.

MFTH 620 Multiculturalism and Art Therapy in Mexico - Part I 1 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 TO 3 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 MFTH 622; enrollment for 2 semester hours is contingent upon completion of MFTH 620.

MFTH 622 Multiculturalism and Art Therapy in Mexico - Part II 1 Culturally relevant fieldwork.

MFTH 627 Practicum Applications: Additional Supervised Clinical Application of MFTH/Art Therapy 1 TO 3 This elective course is offered for the consideration of students who plan (or anticipate) moving out of California or who have had completed the full academic expectations of our mandatory practicum courses (MFTH 617, MFTH 618, and MFTH 619) but were unable to complete the full hourly requirements leading to Art Therapy registration/MFT license eligibility of those. Students considering taking this course should consult with the practicum director and the chair about the possibility of doing so, and hold the burden of responsibility to research on requirements in other states; the program we offer prepares for California practice and does not assume responsibility for requirements in other states.

The main objective of this elective course is to offer continued supervised application of marital and family theory and art psychotherapeutic techniques in field placement. Students will continue to have opportunities to work with clients and consumers in the community mental health system and demonstrate a developing understanding of systemic dynamics, applied art therapy interventions, and marriage and family therapy theory applications. Practicum sites have been specifically selected so students will encounter racial, cultural, linguistic, ethnic, and socioeconomic diversity.

Prerequisites: MFTH 612 and MFTH 617.

Permission of department chairperson required.

MFTH 629 Family Art Therapy in Mexico 1 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 TO 3 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 Psychopathology as stated in DSM 5 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 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 Tests 2 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 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 This course introduces key definitions and constructs related to trauma. It introduces theories and intervention models and overviews neurological sequences associated with trauma.

MFTH 680 Marriage and Family Therapy Observation 2 The observation component of MFTH 608, Theories of Marriage and Family Therapy. Corequisite: MFTH 608.

MFTH 689 Introduction to Research 1 An introduction to research design, ethics, and philosophy from a variety of research paradigms and approaches. Credit/No Credit grading.

MFTH 690 Seminar: Professional Ethics 2 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 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 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 0 TO 3 Contact Department Chairperson for details.

MFTH 699 Independent Studies 1 TO 3 Contact Department Chairperson for details.

MUSIC

MUSC 101 Studio Class 0 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 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 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. University Core fulfilled: Explorations: Creative Experience.

MUSC 105 The Vocal Experience 3 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. University Core fulfilled: Explorations: Creative Experience.

MUSC 106 The Guitar Experience 3 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. University Core fulfilled: Explorations: Creative Experience.

MUSC 107 The Piano Experience 3 Exploration of the basic techniques of performing piano literature; study of fundamental musical elements--rhythm, melody, key structures, notation, and reading music. University Core fulfilled: Explorations: Creative Experience.

MUSC 121 Music Theory and Form I 3 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.

MUSC 122 Music Theory and Form II 3 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. Prerequisite: MUSC 121. Corequisite: MUSC 134.

MUSC 133 Aural Skills I 1 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 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 180 Guitar, Percussion, Piano, Strings, Winds, Voice 1 First semester of private applied lessons in the major/minor. Corequisite: MUSC 101.

MUSC 181 Guitar, Percussion, Piano, Strings, Winds, Voice 1 Second semester of private applied lessons in the major/minor. Prerequisite: MUSC 180. Corequisite: MUSC 101.

MUSC 182 Guitar, Percussion, Piano, Strings, Winds, Voice 1 First year of private applied lessons for non-majors, non-minors (repeatable credit). Applied music fee. Permission of instructor required.

MUSC 196 Global Popular Music and American Diversity 3 Scholarly texts, interactive lectures, and guided musical analysis explore connections between global popular music and American diversity including issues of race and ethnicity, social class, sexuality and gender, aesthetics, ideology, and history. The course engages theories and methods drawn from ethnomusicology, multicultural studies, and popular music studies. University Core fulfilled: Foundations: Studies in American Diversity.

MUSC 198 Special Studies 1 TO 3

MUSC 199 Independent Studies 1 TO 3

MUSC 221 Music Theory and Form III 3 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. University Core fulfilled: Flag: Quantitative Literacy.

MUSC 222 Music Theory and Form IV 3 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. University Core fulfilled: Flag: Quantitative Literacy.

MUSC 235 Instrumentation 2 An introduction to the woodwind, brass, string, and percussion families of instruments, including the study of instrumental ranges, transpositions, and techniques. The articulative, dynamic, and timbral characteristics of each instrument are also explored. To these ends the course utilizes live demonstrations, music notation software, and short orchestration projects. Prerequisite: MUSC 122.

MUSC 280 Guitar, Percussion, Piano, Strings, Voice 1 Third semester of private applied lessons in the major. Prerequisite: MUSC 181. Corequisite: MUSC 101.

MUSC 281 Guitar, Percussion, Piano, Strings, Voice 1 Fourth semester of private applied lessons in the major. Prerequisite: MUSC 280. Corequisite: MUSC 101.

MUSC 282 Guitar, Percussion, Piano, Strings, Winds, Voice 1 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 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 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 307 Choral Literature 3 An exploration of 17th through 21st century choral literature with an emphasis on principal composers and performance practice through the study of scores, comparative listening to recordings, and reading material. Prerequisite: MUSC 332.

MUSC 308 Orchestral Literature 3 An exploration of 18th through 21st century orchestral literature with an emphasis on principal composers and performance practice through the study of scores, reading material, and comparative listening to recordings. Developments in orchestration, style, and form, as well as socio-historical contexts are also considered. Prerequisite: MUSC 333.

MUSC 310 Instrumental Pedagogy 3 Research, concepts, and methodology common to the teaching of instruments. Prerequisite: MUSC 222.

MUSC 316 Music History: Antiquity to 1600 3 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 221. University Core Fulfilled: Flags: Information Literacy, Writing.

MUSC 317 Music History: 1600-1820 3 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 221 and MUSC 316. University Core fulfilled: Flag: Oral Skills.

MUSC 318 Music History: 1820 to Present 3 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 221 and MUSC 317. University Core fulfilled: Flags: Information Literacy, Writing.

MUSC 319 Analytic Techniques 3 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. University Core fulfilled: Flag: Quantitative Literacy.

MUSC 322 Modal Counterpoint 3 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 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 324 Vernacular Harmony and Forms 3 An introduction to harmonic progressions ("changes") and formal procedures and structures utilized in various popular musics such as folk, blues, pop, gospel, rock, musical theater, and jazz. Coursework includes completing both harmonic and structural exercises as well as small original compositions. Prerequisite: MUSC 122.

MUSC 326 Music Technology and Production 3 The exploration of issues and topics involved in creating and producing music with technology, specifically through the use of software on a personal computer. Students will learn basic facility and fluency with a number of software platforms on the Macintosh operating system. In addition, a large portion of this course is devoted to direct music and audio composition. In this way, students are evaluated both on technical proficiency as well as creative energy employed in completing course assignments. Prerequisite: MUSC 122.

MUSC 328 Choral Methods I 2 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), MUSC 332, and MUSC 491, MUSC 493, or MUSC 495. Corequisite: MUSC 491, MUSC 493, or MUSC 495.

MUSC 330 Score Reading I 2 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 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 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 Basic conducting skills, technical and expressive uses of the conducting gesture, and methods of communication appropriate to an instrumental ensemble. Prerequisite: MUSC 235.

MUSC 340 Diction for Singers I 1 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 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 Continuation of MUSC 340; emphasis on German and French. Prerequisite: MUSC 340.

MUSC 343 Opera Scenes/Workshop 1 OR 2 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 2 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. Major or minor required. May be repeated for degree credit (maximum 4 semester hours).

MUSC 354 World Music Practicum I 0 OR 1 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 OR 1 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 365 History of Jazz 3 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 Evolution of rock and roll from its African-American origins to the present.

MUSC 367 History of Popular Music 3 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, Composition 1 Fifth semester of private applied lessons in the major. Prerequisites: MUSC 222 and MUSC 281. Corequisite: MUSC 101.

MUSC 381 Guitar, Percussion, Piano, Strings, Voice, Composition 1 Sixth semester of private applied lessons in the major. Prerequisites: MUSC 222 and MUSC 380. Corequisite: MUSC 101.

MUSC 382 Guitar, Percussion, Piano, Strings, Winds, Voice 1 Third year of private applied lessons for non-majors (repeatable credit). Applied music fee. Permission of instructor required.

MUSC 387 Music Composition I 1 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 Continuation of MUSC 387. Prerequisite: MUSC 387.

MUSC 396 Sociology of Music 3 Analysis of rock 'n' roll, jazz, pop, European classical music, and global musics through the lens of sociology to examine how musical genres reflect and influence social thought and behavior by reinforcing and/or challenging constructions of race and ethnicity, class, and gender and sexuality. University Core fulfilled: Integrations: Interdisciplinary Connections.

MUSC 398 Special Studies 1 TO 3

MUSC 399 Independent Studies 1 TO 3 *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 407 Research and Methods in Ethnomusicology 1 A survey of the essential literature of ethnomusicology; introduction to field methods, transcription, and analysis. Prerequisites: MUSC 303 and MUSC 304 with grades for these courses averaging B+ (3.3) or higher.

MUSC 412 Pre-Renaissance and Renaissance Music 3 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, MUSC 317, and MUSC 318.

MUSC 413 Music of Baroque 3 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, MUSC 317, and MUSC 318.

MUSC 414 Music of the Classical Era 3 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, MUSC 317 and MUSC 318.

MUSC 415 Music of the Romantic Age 3 Composers, music, and musical developments from the death of Beethoven through the end of the nineteenth century.

Prerequisites: MUSC 316, MUSC 317, and MUSC 318.

MUSC 416 Music of the Twentieth-Century Era 3 Composers, music, trends, and musical arts-related developments from the close of the nineteenth century through contemporary practices.

Prerequisites: MUSC 316, MUSC 317, and MUSC 318.

MUSC 428 Choral Methods II 1 Continuation of MUSC 328.

Prerequisite: MUSC 328.

MUSC 432 Advanced Choral Conducting 2 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 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 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 In-depth study of choral rehearsal practices resulting in a senior project or conducting recital.

Prerequisite: MUSC 432.

MUSC 446 Orchestral Techniques Practicum 1 In-depth study of orchestral rehearsal practices resulting in a senior project or conducting recital.

Prerequisite: MUSC 433.

MUSC 450 Senior Project/Recital 1 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 OR 1 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.

Audition after enrollment. Corequisite: MUSC 354. May be repeated for degree credit (maximum 4 semester hours).

MUSC 455 World Music Ensembles II 0 OR 1 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. Audition after enrollment. Corequisite: MUSC 355. May be repeated for degree credit (maximum 4 semester hours).

MUSC 480 Guitar, Percussion, Piano, Strings, Voice, Composition 1 Seventh semester of private applied lessons in the major. Prerequisites: MUSC 222 and MUSC 381. Corequisite: MUSC 101.

MUSC 481 Guitar, Percussion, Piano, Strings, Voice, Composition 1 Eighth semester of private applied lessons in the major. Prerequisites: MUSC 222 and MUSC 480. Corequisite: MUSC 101.

MUSC 482 Guitar, Percussion, Piano, Strings, Winds, Voice 1 Fourth year of private applied lessons for non-majors (repeatable credit). Applied music fee. Permission of instructor required.

MUSC 487 Music Composition III 1 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 Continuation of MUSC 487. Prerequisite: MUSC 487.

MUSC 489 Chamber Orchestra Practicum 0 OR 1 Chamber orchestra sectional rehearsals for high strings/low strings focusing on techniques of bowing, strokes and articulation, fingering, and intonation. Corequisite: MUSC 490. Credit/No Credit grading. May be repeated for degree credit (maximum 8 semester hours).

MUSC 490 Chamber Orchestra 0 OR 1 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. Corequisite: MUSC 489. May be repeated for degree credit (maximum 8 semester hours).

MUSC 491 Consort Singers 0 TO 2 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.

MUSC 492 Chamber Music Ensembles 0 OR 1 To gain an understanding of and to develop the skills necessary for small ensemble playing (includes guitar, string, piano, percussion, and jazz 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 OR 1 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 OR 1 The ensemble explores and performs choral literature for male voices. Audition after enrollment. May be repeated for degree credit.

MUSC 495 Concert Choir 0 OR 1 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 OR 1 Review of selected topics from Music Theory and Form I-IV and techniques of preparation for theory placement examinations required by music graduate schools. Credit/No Credit grading.

MUSC 497 Musicology Placement Practicum 0 OR 1 Techniques of preparation for musicology placement examinations required for entrance into music graduate school programs.

MUSC 498 Special Studies 1 TO 3

MUSC 499 Independent Studies 1 TO 3 *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.

THEATER

THEA 110 Beginning Acting 3 An introduction to the interpretation of drama through the art of the actor. Lab fee. Non-majors and Theatre Arts minors only. University Core fulfilled: Explorations: Creative Experience.

THEA 111 Introduction to Theatre Performance 3 An introduction to the study of acting with a foundation in realism, Given Circumstances, and physical actions. Emphasis is placed on a variety of critical and creative theories, and techniques to cultivate and develop imagination, mental focus, collaboration, working as part of an ensemble, 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. University Core fulfilled: Explorations: Creative Experience.

THEA 113 Voice and Speech 3 This is an experiential introductory course in vocal techniques for the actor. Through deep and practical explorations of the dynamics between body, breath, voice, imagination, and language, the work develops vibrant voices that communicate intention and feeling without excess effort. Principles of Fitzmaurice Voicework® and Knight-Thompson Speechwork will be used to introduce the actor to their vocal instrument. Prerequisite: THEA 110 or THEA 111 Theatre Arts majors and minors only.

THEA 114 Movement for Actors 3 This is an experiential introductory course designed to develop the physical expression of an actor. Major emphasis will provide and develop an expressive range of organic gestures, movement dynamics, and use of space, guiding the actor to interpret and express textual analysis into physical characterization. Various exercises and techniques will be applied to free the actor's physical instrument. Prerequisite: THEA 110 or THEA 111 or equivalent experience. Lab fee. Theatre Arts majors only.

THEA 120 Stagecraft 3 An introduction to basic organization, vocabulary, materials, and techniques of the construction of scenery, the reading/executing of basic graphic documents, operation of equipment, and the creative process for performance. This class includes a basic overview of how theatres function, the relationship of designers to the process, and the connections between scenery and other craft areas like costumes, lighting, and sound. Lab fee. Theatre Arts majors and minors only. Corequisite: THEA 121.

THEA 121 Stagecraft Lab 0 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 124 Costume Craft 3 An introduction to the basic organization, vocabulary, materials, and techniques of the construction, the operation of equipment, and creative process of costumes for performance. This course includes a basic overview of how theatres function, the relationship of designers to the process, and the connections between costumes and other craft areas like scenery, lighting, sound, and makeup. Lab fee. Theatre Arts majors and minors only. Corequisite: THEA 125. THEA 125 Costume Craft Lab 0 An application of basic modern theatrical practices in a lab format through hands-on experience in a costume shop. Course work correlates with instruction in THEA 124 . Lab for THEA 124 Costume Craft. Corequisite: THEA 124.

THEA 126 Lighting and Sound Craft 3 An introduction to the basic organization, vocabulary, materials, and techniques of lighting/sound, including the reading/execution of basic graphic documents, operation of equipment relating to light/sound craft, and the creative process for performance. This course includes a basic overview of how theatres function, the relationship of designers to the process, and the connections between lighting/sound and other craft areas like costumes and scenery. Lab fee. Theatre Arts majors and minors only. Corequisite: THEA 127.

THEA 127 Lighting and Sound Craft Lab 0 An application of basic modern theatrical practices in a lab format through hands-on experience in lighting/sound. Course work correlates with instruction in THEA 126 . Lab for THEA 126 Lighting and Sound Craft. Corequisite: THEA 126.

THEA 175 Script Analysis 3 Exploring methods of investigating the script for the actor, designer, director, and others in order to inform artistic choices. Theatre Arts majors and minors only.

THEA 210 Scene Study and Presentation 3 This course is an experiential and concentrated approach to realistic scene analysis and presentation. Course will further develop and integrate acting skills learned in TA110 or TA111, such as given circumstances, imagination, collaboration, ensemble work, relationship, scenic conflict, voice and body expression, script analysis, character development for performance. Some techniques explored and applied to scene work are: Stanislavski, Meisner and Uta

Hagen. Theatre Arts majors and minors only Prerequisite: THEA 110, THEA 111. University Core fulfilled: Flag: Oral Skills.

THEA 223 Lighting Design I 3 An introductory course which explores stage lighting design as a medium and art form focusing on its aesthetic contribution to productions of different genres, styles, and/or periods of theatre and dance. Combining the development of practical skills and imagination, this course emphasizes the application of lighting design elements and principles, research, process, and script analysis in developing lighting designs. An initial exposure to lighting technology, equipment, and safety is included. Projects require mastery of basic techniques necessary to convert visual and conceptual ideas into various presentable graphic forms. Students are assessed on their development and integration of concepts and principles into their critical and creative work, share their work with peers, and critically review productions. Lab fee. University Core fulfilled: Explorations: Creative Experience.

THEA 224 Scene Design I 3 An introductory course in designing scenery for the stage. Combining the development of practical skills and imagination in the development of scenic designs, this course explores the basics such as ground plan formation, research, script analysis, color, basic rendering and/or drafting, and model making techniques. Projects require mastery of basic techniques necessary to convert visual and conceptual ideas into various presentable graphic and three dimensional forms. Craftsmanship is stressed in the execution of projects. Students will be assessed on their development and integration of concepts and principles into their critical and creative work, share their work with peers, and critically review productions. Lab fee. University Core fulfilled: Explorations: Creative Experience.

THEA 225 Basic Stage Make-up 3 An introduction to the art and application of stage make-up, hair, and wigs required in performance with a brief historical overview. Recommended for those interested in practical application and production. Lab fee.

THEA 227 Costume Design I 3 An introductory course in designing costumes for the stage which explores the aesthetic and practical contributions of costume design to productions of different genres, styles, and/or periods in theatre. Combining the development of practical skills and imagination, this course emphasizes the application of design elements and principles, research, process, silhouette, fabric choice, and script analysis in developing costume designs for both individual characters and overall ensemble. Projects require mastery of basic techniques necessary to convert visual and conceptual ideas into various presentable graphic forms. Craftsmanship is stressed in the execution of projects. Students will be assessed on their development and integration of concepts and principles into their critical and creative work, share their work with peers, and be required to critically review productions. Lab fee. University Core fulfilled: Explorations: Creative Experience.

THEA 230 Costume History and Fashion 3 A survey of the evolution of clothing styles through history comparing Western dress with global and traditional dress aesthetics. The study of historical costume as it reflects sociological, psychological, economic, political, artistic, technological, and other factors. Topics discussed include: social rank, ethnicity, gender manifestation, evolution of style, designers, social constructs, and human society, in particular historic eras. Objects of dress are studied as primary artifacts of culture. University Core fulfilled: Explorations: Creative Experience.

THEA 234 Introduction to Meisner Technique 3 An introduction to basic Meisner technique. Prerequisite: THEA 110 or THEA 111. Theatre Arts majors/minors only.

THEA 240 Theatre History and Literature I 3 The history of world theatre from its origins to the seventeenth century C.E. The theatre is viewed as a prism of social concerns, anxieties, and aspirations, in particular historical settings: Antiquity: Ancient Greece, Rome, and India; the Middle Ages in Europe and Asia; and Renaissance Europe and seventeenth-century Asia. Offered in the Fall semester. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flags: Information Literacy, Writing.

THEA 245 Theatre History and Literature II 3 The history of world theatre from the eighteenth century to the present. The theatre and other performing arts traditions are viewed as a prism of social concerns, anxieties, and aspirations, in particular, historical settings: The Age of Enlightenment; the American, French, and Industrial Revolutions; the late nineteenth century and early twentieth century; the period of the World Wars, the world-wide Great Depression, and the Cold War; the end of colonialism, the rise of the Third World, and the flourishing of diversity. Offered in the Spring semester. University Core fulfilled: Explorations: Historical Analysis and Perspectives; Flags: Information Literacy, Writing.

THEA 247 Diversity in American Drama 3 A study of American diversity through American drama. Students engage plays created by a variety of communities and identities. Lab fee. University Core fulfilled: Foundations: Studies in American Diversity.

THEA 249 Theatre and/as Theology 3 This course explores theatre and drama as forms of theology, specifically Catholic theology, by considering the presence of theological meanings in plays from the medieval period to the present, as well as examining theologies that use drama and theatre as a metaphor for understanding the divine, creation, and the relationship between humanity and God. University Core fulfilled: Foundations: Theological Inquiry.

THEA 266 Introduction to Camera Acting 3 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 THEA 110. Majors/Minors only

THEA 298 Special Studies 1 TO 3

THEA 299 Independent Studies 1 TO 3

THEA 300 Theatre in Los Angeles 3 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 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 only or permission of instructor. Prerequisite: THEA 210.

THEA 311 Intermediate Voice 3 This course is an exploration and practice of Fitzmaurice Voicework[®]. Students will be offered a holistic approach to voice, as well as application to the demands of the vocal performer. Lab fee. Theatre Arts majors/minors only. Prerequisite: THEA 111 or THEA 113.

THEA 312 Voice Development 3 A course designed to free the natural voice, to develop a full vocal range, and to practice techniques towards compelling and articulate vocal expression, communication, and embodied rhetoric.

THEA 316 Improv for the Actor 3 An introduction to basic improvisational techniques for use on stage or to develop character. Students learn a variety of games, techniques, and skills. May be repeated once for credit.

THEA 317 Dialects for the Stage 3 This course teaches students how to perform a variety of dialects, such as British, Russian, Irish, New York, and American Southern, among others, for the purposes of stage performance. Theatre Arts majors only or permission of instructor.

THEA 318 Stage Combat 3 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. Lab fee. Prerequisite: THEA 114 or permission of instructor.

THEA 325 Design II 3 This course examines the theory and practice of costume, scenic, and lighting design. Rooted in a scenographic approach, the core of this course is a series of theoretical projects using all of the design areas to develop a point of view toward the production incorporating the manipulation of space and the body to interpret the text. Techniques such as drawing, drafting, model building, storyboards, and painting will be employed to communicate design ideas. Lab fee. Prerequisite: THEA 223 or THEA 224 or THEA 227 or permission of instructor.

THEA 328 Technical Theatre Workshop Lab 0 Lab for Technical Theatre Workshop. Corequisite: THEA 329.

THEA 329 Technical Theatre Workshop 3 The study of specific techniques related to design for performance, such as but not limited to: Figure Drawing, Hand/CAD Drafting, Costume Construction, Millinery and Costume Crafts, Stage Management, Technical Direction, Scenic Painting, Digital Rendering. May be repeated only when a different technique is offered. Lab Fee University Core fulfilled: Flag: Quantitative Literacy. Prerequisites: THEA 120 or THEA 124 or THEA 126 Corequisite: THEA 328.

THEA 331 Classical Spirit in Drama 3 The course examines the influence and impact of Classicism in historical and social discourse through changing interpretations in multiple language cultures and eras. This is achieved by analysis of texts, examination of the social and historical conditions reflected in the texts, as well as the study of performances and interpretations in the twentieth and twenty-first centuries. University Core fulfilled: Flag: Writing.

THEA 334 Intermediate Meisner Technique 3 Further developing the skills introduced in THEA 234, this course explores the Meisner technique in much greater depth, allowing for further study of the skills and practices involved. Prerequisite: THEA 234.

THEA 335 Renaissance Drama in Action 3 A study of the plays of the English Renaissance, how combat and violence were dramatized, and contemporary stage combat practices. University Core fulfilled: Integrations: Interdisciplinary Connections.

THEA 336 Romantic Spirit in Drama 3 The course examines the influence and impact of Romanticism in historical and social discourse through changing interpretations in multiple language cultures and eras. This is achieved through analysis of texts, examination of the social and historical conditions reflected in the texts, as well as a study of performances and interpretations in the nineteenth, twentieth, and twenty-first centuries. University Core fulfilled: Flag: Writing.

THEA 337 Japanese Theatre into Cinema 3 This course explores the relationship between traditional theatre in Japan and its cinema.

THEA 338 South Asian Theatres and Performance 3 A survey of various South Asian genres of performance contextualized within the specific socio-cultural boundaries and norms of the South Asian society. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Writing.

THEA 341 Realistic Spirit in Drama 3 An exploration of the realistic drama throughout major periods.

THEA 343 Shakespeare: Stage and Screen 3 The course examines the influence of Shakespeare in historical and social discourse in multiple language cultures and eras. This is achieved by analysis of texts, examination of the social and historical conditions reflected in the text, as well as a study of performances and interpretations for the last three-and-a-half centuries. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Writing.

THEA 344 Catholic Spirit in Drama 3 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 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 The course examines the influence and impact of the Avant-garde in historical and social discourse through changing interpretations in multiple language cultures and eras. This is achieved by analysis of texts, examination of the social and historical conditions reflected in the texts, as well as a study of performances and interpretations in the twentieth and twenty-first centuries. University Core fulfilled: Flag: Writing.

THEA 347 African Spirit in Drama 3 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 An exploration of the Asian drama throughout major periods.

THEA 349 Latinx Spirit in Drama 3 This course will study contemporary performance works and plays by Latin American and U.S. Latinx playwrights. Student will read plays from the emerging Latinx canon

while integrating supplementary texts including reviews, critical analyses, essays, and theoretical studies examining Latinx theatre since its conception. Representative works by Latinx playwrights will be discussed in light of issues such as labor and immigration, gender and sexuality, generation gaps in Latinx culture, hybridized identities, interculturalism, and the United States' relationship with Latin American nations.

THEA 351 Theatre Practicum: Showcase 0 TO 3 The application of actor training methods and techniques to departmental productions. May be repeated for credit. Lab fee. Audition required. Consent of instructor required.

THEA 366 Acting for the Camera 3 This course builds on techniques learned in TA266: basic camera acting knowledge and experience through various filmed exercises and scenes. Lab fee. Theatre Arts majors and minors only. Consent of instructor required. Prerequisite: THEA 266, THEA 111 or THEA 110.

THEA 370 Directing for the Theatre I 3 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. Theatre Arts majors only. Prerequisites: THEA 111, THEA 175 and THEA 120 or THEA 124 or THEA 126.

THEA 381 Voices of Justice 3 An oral histories writing and performance course which includes meeting and interviewing members of advocacy agencies associated with various social justice issues. Students will select from such topics as: homelessness, human trafficking, immigration, restorative justice, among others, in various semesters. Working in project teams, students will interview agency staff/clients, transcribe, and dramatize the original research, culminating in a presentation of the stories as dramatized narratives. May be repeated for credit up to 6 semester hours. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Engaged Learning, Writing.

THEA 382 Theatre and Social Change 3 Students will explore how performance can be used in the community as a tool for social change. They will compare how playwrights, artists, practitioners, and educators use theatre to address social and political conflict across diversity of contexts, issues, and locations within both traditional and non-traditional settings. Through readings of plays, performance texts, historical documents, and theory, students will discuss and challenge the role of theatre in society as a means for change.

THEA 383 Comedy and Social Change 3 An exploration of the use of humor for social justice purposes.

THEA 385 Voiceover Technique 3 An introduction to the techniques involved in voiceover for film, radio, television, and other. Prerequisite: THEA 111.

THEA 398 Special Studies 1 TO 3

THEA 399 Independent Studies 1 TO 3

THEA 400 Playwriting 3 An introduction to the techniques of writing one-act plays for the theatre.

THEA 410 Advanced Scene Study 3 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 Advanced Movement for Actors 3 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. Lab fee. Prerequisite: THEA 114.

THEA 413 Devised Ensemble Theatre 3 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. Prerequisite: THEA 111.

THEA 418 Advanced Stage Combat 3 Students study more complex methods and techniques of safe fight choreography for the stage. Topics include sword fighting, safe firearms for the stage, and choreography. Consent of instructor required. Prerequisites: THEA 110 or THEA 111 and THEA 114.

THEA 420 Advanced Theatre Design Seminar 3 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. Prerequisite: THEA 223 or THEA 224 or THEA 227 or permission of instructor.

THEA 421 Design III 3 This course is an advanced study of all the design areas. Students will research, create, communicate, present, and implement the design of a production within the department season. Drawing, drafting, model building, storyboards, and painting will be employed. All students in design roles within the department must register for this class. May be repeated only when a different topic is offered. Prerequisite: THEA 223 or THEA 224 or THEA 227 or permission of instructor.

THEA 430 Special Author/Genre Seminar 3 Reading and writing intensive seminars drawing upon the areas of expertise of faculty members. Most recent offerings have included: Traditions of Indian Performance, Dramaturgy, and Interfaith Spirit in Drama. Individual courses can meet university core requirements and the courses often carry one or multiple flags. Please check the schedule of classes for specific courses offered during a semester and their attributes. May be repeated only when different genre is studied.

THEA 435 Special Period Seminar 3 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 1 TO 3 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.

THEA 461 Acting: Special Genre 3 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 A course in the development and practice of cold-reading, audition, and interview techniques/skills necessary to obtain professional work in the performing arts. Students will develop an effective and organized business approach toward their careers by learning how to market their talent, develop a professional portfolio, necessary for the audition and interview process. Lab fee. Theatre Arts majors/minors only. Consent of instructor required.

THEA 467 Career Development 3 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 only. Consent of Co-chairperson and instructor required.

THEA 490 Senior Thesis Project 3 Preparation and presentation of performance or research thesis. Theatre Arts majors only. Consent of instructor required.

THEA 491 Surviving as an Artist 1 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 495 Brecht Epic Political Theatre Techniques 3 A practical and theoretical study of Bertolt Brecht's Epic Political Theatre techniques; the exploration of *Verfremdung* or theatre of alienation, the use of film within live theatre performance, and the history and theories of how and why it was developed. Field study includes visits to Berlin, the Holocaust Museum and Memorial, Brecht Museum, and Sachsenhausen concentration camp. Consent of instructor required.

THEA 498 Special Studies 1 TO 4

THEA 499 Independent Studies 1 TO 3

THEA 6000 Seminar - Introduction to Theatre Pedagogy 3 An introduction to the methodologies, challenges, and issues in teaching in general and in teaching theatre in particular.

THEA 6010 Seminar in Research and Writing Theatre 3 Students learn how to carry out academic research on the graduate level in order to write about the history, theory, and practice of performance. Students will carry out several small and one large research papers.

THEA 6200 Issues in Theatre Pedagogy 3 A continuation and development of the issues raised in THEA 6000. Students research and discuss issues in theatre pedagogy and practice, particularly at the university level.

THEA 6300 Seminar - Teaching Acting 3 A seminar class dedicated to exploring the issues specific to teaching acting, examining different types of acting classes (beginning for the non-major, scene study, voice and movement, etc.) and considering the issues and challenges in teaching acting in different

settings. This course also features a practicum element in which the student attends and assists a faculty member in teaching acting at LMU.

THEA 6310 The Teaching Voice 3 This course is an exploration of the teacher's voice and how it may guide the development of the student's voice. Areas of focus may include but are not limited to: presence, listening, touch, and communication, as applied to voice-based classes and individual instruction.

THEA 6320 Teaching the Specialized Acting Course 3 An exploration of teaching acting classes of a specialized nature, including but not limited to acting for camera, movement, acting the language play, advanced scene study, etc.

THEA 6350 Techniques in Actor Coaching 3 Explores how to mentor and advise actors to enable them to improve their acting and dramatic performances, prepare for auditions, and better prepare for roles.

THEA 6355 Advanced Techniques in Actor Coaching 3 Continues the work in THEA 6350 Techniques in Actor Coaching, exploring advanced techniques in mentoring actors at all levels.

THEA 6360 Techniques for Teaching Acting for Film, Television, and New Media 3 A seminar class dedicated to exploring the issues specific to teaching acting for film, television, and new media. This course explores different pedagogical approaches to teaching on-camera acting and explores the practicalities of a media-based class such as editing student performances as a mode of critique and developing strategies for keeping current with the ever-changing digital landscape.

THEA 6420 Approaches to New Work Development 3 A theory and performance course in new play development methods. Practice and participation as writer, directors, or actors in staged readings and/or workshops.

THEA 6450 Writing and the Ensemble-Devised Performance 3 This course will examine the various techniques in generating material for an ensemble-derived performance in a classroom situation, including the selection of source material, creation of a physical vocabulary, developing a text, and compiling a script. The course will also examine the work of various devising companies, both national and international, and explore the processes by which they engage in collaborative creation.

THEA 6460 Children's Theatre 3 This course explores theatre by, for, and about children.

THEA 6470 The Teaching Artist 3 This course explores the role of the resident artist and the teaching artist, creating lesson plans and integrating one's artistry with a residency.

THEA 6510 Practicum: Teaching Beginning Acting 3 A course in which students teach Beginning Acting for the Non-Major and meet weekly to discuss challenges, issues, and approaches. May be repeated for credit.

THEA 6551 Performance Practicum 3 Performing a role as part of LMU Theatre Arts production. May be repeated for credit up to six semester hours.

THEA 6560 Vocal Directing for the Theatre 3 This course will address topics of vocal coaching theatrical performances in educational settings. Topics may include but are not limited to: preparation, developing a vocal warm-up, coaching individual actors at varied levels of training, working with text, and addressing vocal health issues.

THEA 6570 Working with Voices 3 This course offers an experiential practice of voice work and its application for both teacher and student. Areas of exploration may include: Presence, Listening, Touch, Vocal Pedagogy, Developing a Vocal Warm-up, Working with Text, and Addressing Vocal Issues. Much of the work will be physical but modifiable for all body types.

THEA 6580 Theatre for Youth in Conjunction with Production 3 In this course students will learn the process and components of teaching youth theatre, particularly K-12, within the production process. Students will be able to design a course, write a curriculum, create lesson plans, and practice implementation.

THEA 6600 Survey of Dramatic Literature 3 A review of dramatic literature from its origins in ancient Greece and India through the present.

THEA 6650 Theories of Acting and Directing 3 An academic seminar on the theories of acting and directing, including but not limited to Aristotle, Diderot, Brecht, Stanislavski, Chekhov, Grotowski, Craig, Suzuki, Strasberg, Spolin, Adler, Meisner, Antoine, Meyerhold, Kazan, Brook, Clurman, Tagore, and many others. The course takes an international and historical overview to the crafts of acting and directing.

THEA 6700 Directing 3 A practical course about the process of directing a play. Students learn various techniques and processes, and the course culminates in the direction of scenes and one acts for public presentation.

THEA 6750 Advanced Directing 3 A continuation of the work in THEA 6700, involving approaching complex, period, or challenging texts.

THEA 6775 Directing Practicum 3 The student directs a fully mounted production. May be repeated for credit up to six semester hours.

THEA 6800 The Collaborative Process 3 Recognizing that acting is only one part of the theatrical process, this course introduces the students to working with designers, dramaturgs, technicians, choreographers, and other artists as a teaching artist. Credit/No Credit grading.

THEA 6810 Advanced Design 3 This course entails examining the design process in set, costume, lighting, and/or sound and the practical application of design principals.

THEA 6820 Design as Performance 3 This class critically and theoretically evaluates the scenographic effects on the aesthetics, politics, and issues of performance (theatre, dance, opera, etc.), including traditional genres, gendered spaces, devised work, site-specific work, influences on the body, new materials and techniques, and practical challenges facing the practitioner from small- to large-scale productions.

THEA 6850 Equity and Diversity in the Classroom 3 An exploration of how to ensure an equitable and diverse classroom, and engage issues of equity, diversity, and social justice.

THEA 6900 Thesis 3 This course is offered in the Fall semester.

THEA 6910 Thesis 3 This course is offered in the Spring semester.

THEA 6980 Advanced Topics in Theatre Pedagogy 3 An exploration of a variety of specialty topics which may include, but is not limited to, the academic job market, career planning and management, best practices for intimacy and violence in the classroom, and new trends in the field. May be repeated for credit when a different topic is offered.

THEA 6999 Independent Studies 0 TO 3 Individual instruction and supervision of a special project. Each learning experience must be designed in consultation with the supervising faculty member and include a contract between student and instructor.

LMU Extension

APAZ 9000 Immigration and Los Angeles 4 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.

ECOZ 9000 Economics and Ethics 4 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 market, 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.

EDUZ 9000 Introduction to Degree Completion 2 An intensive seminar experience that examines the major principles and techniques of writing a college-level research paper. Students will explore and practice developing a comprehensive paper that avoids plagiarism by including appropriate citations. This course will also include essential themes for academic success that include study skills, emotional self-regulation, reading, writing, math, and technology.

EDUZ 9099 Independent Studies 1 TO 4

ENGZ 9000 The Literature of the New Land: American Expatriate Writers 4 The literary output of the so-called Lost Generation of expatriate writers has produced a particularly rich vein of study for critics. This class will expand the scope of that study to offer a broad examination of American literature through a focus on expatriate writing, from colonial times (those coming to the New World), through the modern era and into the globalized world of the twenty-first century. We will look at the unique perspectives expatriate writers have gained in terms of the new lands they encountered and those they left behind. We will in particular look at the self-cultivation at the heart of the expatriate literary experience and how it leads to a fierce individualism. Writers will include Anne Bradstreet, Lafcadio Hearn, Ernest Hemingway, James Baldwin, and Aleksander Hemon.

HISZ 9000 Chicana/o History 4 An analytical survey of Native America, Mexican America, and the recent past with a focus on race, ethnicity, sexuality, gender, and class.

THSZ 9000 Introduction to Biblical Theology and Interpretation 4 This course introduces students to the Old and New Testament writings in their historical, literary, social/political, and religious contexts. Students will learn various methodological approaches to the study of the Bible, as well as consider the history of interpretation and the role of modern social-location in the interpretive process.

THSZ 9001 World Religions of Los Angeles 4 This course is an introduction to the academic study of religion and of world religions, and to the religious traditions of Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam, and other current religious trends. Special emphasis is placed upon how these religious traditions have emerged within the context of Los Angeles, how they have changed, grown, and adapted to their new surroundings.

THSZ 9002 Missionary Disciples: Exploring the Catholic Pastoral-Theological Tradition 4 The term "missionary disciples" was first widely used in the document of Aparecida from the Fifth Conference of the Bishops of Latin America, for which Cardinal Jorge Bergoglio (later Pope Francis) served as principal editor. The term has been proposed as a more fitting way to describe the identity of all the baptized faithful and as one which is more helpful than other categories like "clergy" or "laity." The emergence of this term represents a significant shift in how the Church in the spirit of *Lumen Gentium* and other reform documents of the Second Vatican Council seeks to re-think Christian identity and ministry in terms that more closely conform to the Church's identity and mission which is to evangelize. This course explores the question of how is this development linked to Vatican II, to the teachings of the past three popes, and to the reform which Pope Francis is carrying out today.

THSZ 9003 Ministry and Pastoral Leadership 4 In this course, we will critically examine and practice using the different disciplinary knowledge bases and different types of skills required for service and leadership in the Roman Catholic faith tradition. The course will include some comparison to traditions of ministry and leadership in other religious traditions, especially Judaism and Islam. Throughout this course, we will study and discuss in depth the issues and questions raised by the practice of ministry/service, including 1) the relationship between religious commitment and personal transformation, 2) the relationship between faith community and justice, and 3) the meaning of the experience of suffering. We begin the course with an examination of the context of service and faith today, making use of theories and methodologies from the sociology of religion. Next, students learn pastoral theological tools to assist them in understanding this data from a Christian perspective. Finally, students study and design different approaches to ministry that build upon what they have studied and practiced thus far.

THSZ 9004 Contemplatives in Action: Psychology, Spirituality, and Liberation 4 An exploration of how contemplative practice can deepen and give meaning to ordinary human existence.

THSZ 9005 Topics in Theological Ethics 4 An exploration of the history and methods of theological ethics with analysis of contemporary moral issues.

THSZ 9006 Major Theological and Religious Thinker 4 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.

THSZ 9007 U.S. Latino/a Theology 4 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.

THSZ 9008 Major Theological and Religious Theme 4 The course stresses the integration of the various dimensions and methods of Theological Studies.

THSZ 9010 Pastoral Intergration 2 Using the student's own experience of faith and/or ministry as a starting point, this course uses a case study methodology to apply what has been learned in class during the student's entire program of study to the circumstances of a concrete situation.

THSZ 9009 History of Christian Theology 4 This course provides an introduction to the development of Christian theology from the first centuries through 1965. Particular attention will be given to understanding the impact of different geographical and historical contexts on how typical Christians of the past experienced their world.

LMU Frank R. Seaver College of Science and Engineering

BIOLOGY

BIOL 101 General Biology I 3 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 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 BIOL 111.

BIOL 111 General Biology I Lab 2 A survey of the three domains of life and exploration of the morphological, functional, and environmental factors that influence their biodiversity. 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 Lab 2 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. Prerequisites: BIOL 101, BIOL 102 or concurrent enrollment, and BIOL 111.

BIOL 114 Biology for Engineers 3 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 190 Freshman Biology Seminar 0 This course provides perspectives and insight into being a successful Biology major at Loyola Marymount University, including available resources and activities such as course registration and meeting with academic advisors. Students will learn about how to identify and get involved in scientific research on campus and will hear professional seminars from campus and visiting biologists. Biology majors only. Credit/No Credit grading. Lecture: 1 hour.

BIOL 194 Introduction to Research 0 TO 4 An introduction to scientific research methodology: information gathering, data analysis, laboratory research practice in a faculty laboratory.

BIOL 196 Independent Research with Faculty 1 Independent undergraduate research in a faculty laboratory. Credit/No Credit grading.

BIOL 198 Special Studies 1 TO 4

BIOL 199 Independent Studies 1 TO 4

BIOL 201 Cell Function 3 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 A study of Mendelian and molecular genetics. Prerequisite: BIOL 201. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

BIOL 216 Medical Microbiology 3 The major features and biology of microorganisms (viruses, bacteria, protozoans, fungi), including reproduction, virulence, and control both inside and outside the host. Emphasis will be placed on the interactions of microorganisms with humans, especially those microorganisms that cause disease and the host's immune response during infection. Lecture, 3 hours. Prerequisites: BIOL 101, BIOL 111, CHEM 110, and CHEM 111. Consent of instructor required.

BIOL 217 Medical Microbiology Lab 1 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; evaluation of antimicrobial agents; diagnostic testing. Lab, 4 hours. Prerequisite: BIOL 216 or concurrent enrollment. Consent of instructor required.

BIOL 260 Human Biology 3 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 Introduction to the geography, climate, plant communities, and common animals of Southern California; animals will be covered in regards to behavior, taxonomy, and ecology. Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

BIOL 264 The Marine Environment 3 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 The sacred and medicinal use of plants and hallucinogenic fungi by traditional and modern cultures, including the biological basis for their use. Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

BIOL 271 Human Reproduction and Development 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

BIOL 272 Human Drug Use 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

BIOL 275 Human Genetics 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flag: Quantitative Literacy.

BIOL 276 Epidemics and Infectious Diseases 3 An introduction to microbiology with an emphasis on microorganisms (bacteria, viruses, parasites, and fungi) that cause disease in humans. Viral replication, pathogenic mechanisms of bacteria, transmission of parasites, the function of the immune system, and vaccination will be examined in context of diseases of historical, social, and public health importance. Lecture, 3 hours. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flag: Information Literacy.

BIOL 277 Plants and Society 3 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 Field studies of the tropical marine habitats in Isla Roatan, 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

BIOL 294 Independent Research 0 TO 4

BIOL 295 Biology Internship 1 TO 2 Work experience involving research, industry-, or community-based projects. May be taken only once for credit. Credit/No Credit grading only.

BIOL 296 Independent Research with Faculty 1 Independent undergraduate research in a faculty laboratory. Credit/No Credit grading.

BIOL 298 Special Studies 1 TO 4 University Core fulfilled: Flag: Information Literacy.

BIOL 299 Independent Studies 1 TO 4

BIOL 304 Biostatistical Analysis 3 This course is designed to teach students how to analyze and interpret quantitative data using introductory and basic univariate and multivariate statistical methods. It demonstrates practical applications in addition to basic theory. We apply these methods to actual data from biological, ecological, and public health applications. Prerequisites: BIOL 101 and BIOL 102; MATH 122 or MATH 131; MATH 123 or MATH 132 or MATH 204. Consent of instructor required.

BIOL 309 Applied Plant Ecology 3 An integrative course focusing on the foundational role of plants in ecosystems and how ecological principles and theory can be applied to solving local and global conservation and resource management problems. Prerequisites: BIOL 101, BIOL 102, and BIOL 201. Consent of instructor required.

BIOL 311 Plant Interactions 3 Study of 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 101, BIOL 102, BIOL 112, BIOL 201, BIOL 202; CHEM 220. Consent of instructor required.

BIOL 312 Field Botany 4 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 101, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 111; MATH 122 or MATH 131. University Core fulfilled: Flag: Engaged Learning. Consent of instructor required.

BIOL 314 Tropical Ecology 4 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 101, BIOL 102, BIOL 111, BIOL 112; CHEM 221; MATH 122 or MATH 131. Consent of instructor required.

BIOL 315 World Vegetation Ecology 3 Characteristics and distribution of the major vegetation types of the world, emphasizing environmental conditions, plant adaptations and ecosystem processes. Prerequisites: BIOL 101, BIOL 102, BIOL 111; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 316 Island Biology 3 Island biogeography and evolution, dispersal, adaptive radiation, gigantism/dwarfism, flightlessness, reproductive biology, endemism, and relictualism. Prerequisites: BIOL 101 and BIOL 102. Consent of instructor required.

BIOL 318 Principles of Ecology 4 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, BIOL 102, BIOL 111, BIOL 112, BIOL 201; MATH 122 or MATH 131. Consent of instructor required.

BIOL 321 Urban Ecology 3 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 and BIOL 102. Consent of instructor required.

BIOL 322 Urban Ecology Lab 1 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 111, BIOL 112 and BIOL 321, or concurrent enrollment. Consent of instructor required.

BIOL 325 Avian Biology Lab 1 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 102 , BIOL 111 and BIOL 112. Consent of instructor required.

BIOL 328 Tropical Marine Ecology 3 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, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 112. Open water SCUBA certification highly recommended. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flag: Engaged Learning. Consent of instructor required.

BIOL 329 Marine Ecology of Baja, California 3 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, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 330 Embryology and Development 4 The development of chordates with emphasis on experimental embryology and underlying molecular mechanisms. Lecture, 3 hours; Laboratory, 4 hours. Prerequisites: BIOL 101, BIOL 111, BIOL 112, BIOL 201, BIOL 202; CHEM 222, CHEM 223. Consent of instructor required.

BIOL 333 Biology of Mammals 4 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 101, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 112. University Core fulfilled: Flags: Engaged Learning, Writing. Consent of instructor required.

BIOL 334 Invertebrate Zoology 4 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, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 335 Comparative Anatomy 4 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, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 338 Animal Behavior 4 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, BIOL 102, BIOL 111, BIOL 112. University Core fulfilled: Flag: Writing. Consent of instructor required.

BIOL 340 Embryology 3 This class delves into the tissue and cell movements (morphogenesis), into the cellular differentiation pathways, and the genetic and epigenetic mechanisms that produce form and function in chordate embryos. Prerequisites: BIOL 101, BIOL 111, BIOL 112, BIOL 201, BIOL 202; CHEM 222, CHEM 223. Consent of instructor required.

BIOL 341 Embryology Lab 1 The study of embryology through development histologically, through dissection and experimental embryology. Observational skills will be improved through hand-drawn reproductions, learning to recognize embryonic features and stages and become familiar with histology and anatomical terminology in sections. Students will design, conduct, make observations and document, analyze, and write up an approved, novel experimental embryology project of their own choosing. Laboratory, 4 hours. Prerequisites: BIOL 101, BIOL 111, BIOL 112, BIOL 201, BIOL 202, BIOL 340 or concurrent enrollment; CHEM 222, CHEM 223. Consent of instructor required.

BIOL 343 Developmental Biology 3 Introduction to the molecular and cellular mechanisms governing the development of multicellular animals, with attention to genetic control. The biology of model systems is emphasized. Prerequisites: BIOL 101, BIOL 111, BIOL 112, BIOL 201, and BIOL 202. Consent of instructor required.

BIOL 344 Developmental Biology Lab 1 A survey course highlighting developmental principles through observation and experimentation with a variety of animal systems. Topics include fertilization, gastrulation, patterning, organogenesis, and regeneration. Laboratory, 4 hours. Prerequisites: BIOL 101, BIOL 111, BIOL 112, BIOL 201, BIOL 202, and BIOL 343 or concurrent enrollment. Consent of instructor required.

BIOL 351 General Physiology 3 Introduction to physiological principles and concepts with emphasis on organ systems. Prerequisites: BIOL 101, BIOL 102, BIOL 201; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 352 General Physiology Lab 1 Laboratory experiments in general physiology. Laboratory, 4 hours; Data analysis, 1 hour. Prerequisites: BIOL 111, BIOL 112, and BIOL 351 or BIOL 357, or concurrent enrollment. Cannot be taken if already completed BIOL 360. University Core fulfilled: Flags: Quantitative Reasoning, Writing. Consent of instructor required.

BIOL 353 Plant Physiology 3 Introduction to plant function, including photosynthesis, mineral nutrition, water relations, metabolism, and growth processes. Prerequisites: BIOL 101, BIOL 201; CHEM 220, CHEM 221; MATH 122 or MATH 131. Consent of instructor required.

BIOL 354 Plant Physiology Laboratory 1 Laboratory experiments in plant physiology. Laboratory, 4 hours. Prerequisites: BIOL 111, BIOL 112, and BIOL 353 or concurrent enrollment. University Core fulfilled: Flag: Writing. Consent of instructor required.

BIOL 355 Plants, Pharmacy, and Medicine 3 The historical, ethnobotanical, and chemical basis of medicinal plant use, plant-based pharmaceuticals, and their physiological efficacy. Prerequisites: BIOL 101, BIOL 102, BIOL 201; CHEM 220; MATH 122 or MATH 131. University Core fulfilled: Flag: Oral Skills. Consent of instructor required.

BIOL 356 Cell Biology 3 A detailed study of subcellular organelles, including their origin, function, and regulation within the cell. Prerequisites: BIOL 101, BIOL 201, BIOL 202; CHEM 222, CHEM 223.

Consent of instructor required.

BIOL 357 Comparative Animal Physiology 3 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, BIOL 102, BIOL 201; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 358 Hormones and Behavior 4 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, BIOL 111, BIOL 112, BIOL 201; CHEM 220, CHEM 221. University Core fulfilled: Flag: Engaged Learning. Consent of instructor required.

BIOL 359 Cell Biology Laboratory 1 Laboratory experiments in cell biology. Laboratory, 4 hours. Prerequisites: BIOL 111, BIOL 112, BIOL 201; CHEM 220. Consent of instructor required.

BIOL 360 Comparative Animal Physiology Laboratory 1 Laboratory experiments in Comparative Physiology. Laboratory, 4 hours. Prerequisites: BIOL 111, BIOL 112, and BIOL 351 or BIOL 357 or concurrent enrollment. Cannot be taken if already completed BIOL 352. Consent of instructor required.

BIOL 361 General Microbiology 3 Properties and ecology of viruses, bacteria and protists, including the genetics, physiology, and metabolism of bacteria; pathogenesis, reproduction, and control of bacteria and viruses; host-microbe interactions and immune responses; and microbes as tools for molecular biology. Prerequisites: BIOL 101, BIOL 201, BIOL 202, and CHEM 220. Consent of instructor required.

BIOL 362 General Microbiology Laboratory 1 Laboratory experiments in general microbiology. Laboratory, 4 hours. Prerequisites: BIOL 111, BIOL 112, and BIOL 361 or BIOL 460 or concurrent enrollment. Consent of instructor required.

BIOL 363 Microbial Genomics Laboratory 1 Application of genomics tools, including laboratory methods and computer analyses, in a semester-long research project to understand microbial processes. Laboratory: 4 hours. Prerequisites: BIOL 111, BIOL 112, and BIOL 202. Consent of instructor required.

BIOL 364 Cell Culture Laboratory 1 Hands-on experience in maintenance and propagation of mammalian cell cultures, including use of current molecular biology tools in qualitative and quantitative analyses of cells, manipulating cells under various experimental conditions (exposure to cellular stresses), in multiple enquiry-based research projects. Laboratory, 4 hours. Prerequisites: BIOL 111, BIOL 112, and BIOL 201. Consent of instructor required.

BIOL 367 Biological Databases 3 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. Prerequisites: BIOL 201 and MATH 123 or MATH 132 or MATH 204. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Oral Skills. Consent of instructor required.

BIOL 368 Bioinformatics Laboratory 1 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. Laboratory: 4 hours. Prerequisites: BIOL 111, BIOL 112, BIOL 202; CHEM 220. University Core fulfilled: Flags: Information Literacy, Oral Skills.

Consent of instructor required.

BIOL 370 Plant Biotechnology 3 Biotechnology is a broad discipline in which biological processes, organisms, cells or cellular components are exploited to develop new technologies. Plant biotechnology employs a wide range of tools, including traditional breeding techniques and genetic engineering, to create plants with improved traits--more productive crops, more nutritious foods, and the production of biomaterials, medicines, and bioenergy. Principles of genetics, molecular biology, genomics, biochemistry, plant cell and tissue culture, and agronomy are employed to develop these novel technologies. We will discuss methodologies used to produce these plants, the genes that have been introduced to crop plants, and commercial product development. The course will also address concerns associated with plant biotechnology, including food safety, ecological risks, and resistance. Prerequisites: BIOL 101, BIOL 201, and CHEM 220. Consent of instructor required.

BIOL 375 Advanced Genetics 3 Topics in genetics including both meiotic and mitotic recombination, quantitative genetics, gene structure, genetic control, and gene therapy. Prerequisites: BIOL 101, BIOL 201, BIOL 202; CHEM 222, CHEM 223. Consent of instructor required.

BIOL 376 Genetics Laboratory 1 Laboratory experiments in genetics. Laboratory, 4 hours. Prerequisites: BIOL 101, BIOL 111, BIOL 112, BIOL 201, BIOL 202; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 380 Tropical Marine Ecology Laboratory 1 Consent of instructor required.

BIOL 381 Baja Marine Ecology Laboratory 1 Consent of instructor required.

BIOL 388 Biomathematical Modeling 3 Introduction to mathematical and statistical concepts closely related to research problems in biology. Biological topics include the structure, function, and regulation of the three major types of cellular pathways: metabolic, signaling, and gene regulatory pathways. Mathematical topics include statistical analysis of biological measurements, dynamic modeling of biological systems, and fitting models to observed data. Students will critically evaluate the primary literature and carry out three major modeling projects throughout the semester. Prerequisites: BIOL 201; and MATH 123 or MATH 132 or MATH 204 with a grade of C (2.0) or higher. University Core fulfilled: Integrations: Interdisciplinary Connections; Flag: Oral Skills. Consent of instructor required.

BIOL 394 Independent Research 0 TO 4 Independent research in a faculty laboratory. Consent of instructor required.

BIOL 395 Biology Internship 1 TO 2 Work experience involving research, industry-, or community-based projects. May be taken only once for credit. Credit/No Credit grading only. Consent of instructor required.

BIOL 396 Independent Research with Faculty 1 Independent undergraduate research in a faculty laboratory. Credit/No Credit grading. Consent of instructor required.

BIOL 398 Special Studies 1 TO 4 Consent of instructor required.

BIOL 399 Independent Studies 1 TO 4 Consent of instructor required.

BIOL 422 Marine Biology 4 Marine biology will provide students with an introduction to the physical and biological world: the oceans. This course is integrative, focusing on function, biodiversity, and ecology of marine organisms. In addition, students will learn how abiotic processes shape marine environments and the ecology and evolution of marine organisms. Lecture, 3 hours; Laboratory, 4 hours. Prerequisites: BIOL 101, BIOL 102, BIOL 111, BIOL 112; BIOL 201, CHEM 110, CHEM 112. University Core fulfilled: Flags: Engaged Learning, Information Literacy. Consent of instructor required.

BIOL 423 Marine Conservation Biology 3 Marine Conservation Biology focuses on conservation issues faced and potential solutions in marine environments. Examples include climate change and climate change mitigation, unsustainable overfishing and fisheries management, marine habitat loss and marine protected area planning, and other issues and their potential solutions. After taking the course students will be able to: 1) identify human-caused environmental changes effecting marine environments, 2) understand the science behind these changes, 3) consider and discuss potential solutions to the issues, and 4) explain the public policy context behind a diversity of marine conservation issues and management solutions. Pre-requisites: BIOL 101, BIOL 102, BIOL 201, CHEM 112 Fulfills biology upper division area requirement: Populations

BIOL 424 Marine Physiology Laboratory 1 An inquiry-based investigation into the relationship between abiotic factors and marine invertebrate physiology. Laboratory, 4 hours. Prerequisites: BIOL 101, BIOL 102, BIOL 111, BIOL 112, and BIOL 201. Consent of instructor required.

BIOL 433 Histology 3 The structure and function of human tissue types including basic histological techniques. Prerequisites: BIOL 101, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 112. Consent of instructor required.

BIOL 437 Plant Development 3 Biochemical, molecular, and genetic approaches to the study of pattern and tissue formation, embryogenesis, germination, flowering, photosynthesis, and plant-microbe interaction. Prerequisites: BIOL 101, BIOL 201, BIOL 202; CHEM 222, CHEM 223 or concurrent enrollment. Consent of instructor required.

BIOL 438 Plant Development Laboratory 1 Laboratory experiments in plant developmental biology. Laboratory, 4 hours. Prerequisites: BIOL 111, BIOL 112, and BIOL 437 or concurrent enrollment. Consent of instructor required.

BIOL 439 Molecular Biology Applications 4 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 111, BIOL 112, BIOL 202; CHEM 220. Consent of instructor required.

BIOL 440 Molecular Neurobiology 3 A comprehensive study of the physiological and molecular properties of individual nerve cells and the synaptic connections between them. Basic mechanisms of mammalian nervous system function through the study of human neurological diseases, and how cellular and molecular basis of these diseases is driving therapeutic development will be discussed. Topics range from neuronal structure and function, communication at the synapse, biophysics of single channel gating, and transmission across chemical and electrical synapses. Additionally, actions of drugs on brain at clinical, cellular, and molecular levels will be explored. Prerequisites: BIOL 101, BIOL 201, and CHEM 220. Consent of instructor required.

BIOL 443 Molecular Biology 3 Study of properties, synthesis, and interactions of macromolecules; genetic engineering. Prerequisites: BIOL 202; CHEM 220, CHEM 222. Consent of instructor required.

BIOL 445 Endocrinology 3 The study of the production, functions, and interactions of hormones and other chemical messengers involved in the integration of the living organism. Prerequisites: BIOL 101, BIOL 201, BIOL 202, and CHEM 220. Consent of instructor required.

BIOL 449 Immunology 3 The study of the human immune system, including innate and adaptive immune responses; the interaction of cells, receptors, and soluble factors during an immune response; the development of B and T cells; and the role of the immune systems in health and disease. Prerequisites: BIOL 101, BIOL 201, BIOL 202, and CHEM 220. Consent of instructor required.

BIOL 450 Physiology of Disease 3 Examination of normal function and selected disease-associated dysfunctions of the body's organ systems. Prerequisites: BIOL 101, BIOL 102, BIOL 201, BIOL 202; CHEM 222 or concurrent enrollment. University Core fulfilled: Flag: Oral Skills. Consent of instructor required.

BIOL 456 Molecular Cell Biology and Lab 4 Advanced study of topics in cell biology: subcellular organelles and structures; molecular and biochemical analysis of genome organization, RNA and protein trafficking, regulation of the cell cycle; virus-host cell interactions; cell movement and communication. Laboratory experiments that examine cellular structure and function. Lecture, 3 hours; Laboratory, 4 hours. Prerequisites: BIOL 101, BIOL 111, BIOL 112, BIOL 201, BIOL 202; CHEM 222, CHEM 223. Consent of instructor required.

BIOL 460 Environmental Microbiology 3 Introduction to the diversity of microorganisms and their role in ecological and environmental processes in soil, water, and air; environmental services provided by microorganisms; and how microbial functions are utilized in managed and artificial systems. Prerequisites: BIOL 101, BIOL 201, BIOL 202, and CHEM 220. Consent of instructor required.

BIOL 461 Microbial Genetics 3 Mechanisms of inheritance and the regulation of gene expression in bacteria and viruses. Viral interactions with higher eukaryotes. Prerequisites: BIOL 202; CHEM 222, CHEM 223 or concurrent enrollment. Consent of instructor required.

BIOL 472 Epidemiology 3 Introduction to the principles of epidemiology, including factors governing health and disease in populations. Lecture, 3 hours. Prerequisites: BIOL 101 and BIOL 102. Consent of instructor required.

BIOL 474 Principles of Evolution 3 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, BIOL 102, BIOL 111, BIOL 201, BIOL 202. Consent of instructor required.

BIOL 475 Evolution 4 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, BIOL 102, BIOL 111, BIOL 112, BIOL 201, BIOL 202. Consent of instructor required.

BIOL 477 Conservation Genetics 4 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, BIOL 102, BIOL 111, BIOL 112, BIOL 202. Consent of instructor required.

BIOL 478 Molecular Biology of the Genome 4 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. University Core fulfilled: Flag: Information Literacy. Prerequisites: BIOL 111, BIOL 112, BIOL 202; CHEM 220. Consent of instructor required.

BIOL 479 Molecular Mechanisms of Disease 3 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, CHEM 222. Consent of instructor required.

BIOL 490 Biological Teaching 1 Guided teaching of undergraduate laboratories. May be repeated for credit. Consent of instructor required.

BIOL 491 Freshman Biological Teaching 1 TO 2 Guided teaching of freshman undergraduate laboratories. May be repeated for credit for up to 4 semester hours. Consent of instructor required.

BIOL 494 Independent Research 0 TO 4 Independent research in a faculty laboratory. Consent of instructor required.

BIOL 496 Independent Research with Faculty 1 Independent undergraduate research in a faculty laboratory. Credit/No Credit grading. Consent of instructor required.

BIOL 498 Special Studies 1 TO 4 Consent of instructor required.

BIOL 499 Independent Studies 1 TO 4 Consent of instructor required.

BIOL 515 Ecology of Mutualisms 2 Characterization of conditional interspecific interactions and investigations into the variability of outcomes as mediated by seasonality, chemistry, novel habitats, and morphology. Prerequisites: BIOL 102, BIOL 111, BIOL 112; CHEM 113; MATH 122 or MATH 131. Consent of instructor required.

BIOL 518 Applied Ecology Research 2 Participation in original laboratory and/or field research in applied ecology, to address questions in conservation, resource management, and ecological sustainability. Consent of instructor required.

BIOL 521 Urban Ecology 3 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 ecosystem--ranging from biodiversity and trophic dynamics, to public health and environmental justice. Enrollment in Urban Ecology Track or consent of program director required. Consent of instructor required.

BIOL 522 Marine Biology Research 2 Participation in marine biology, ecology, and conservation research. Research may include relevant field or laboratory work and current marine science methodologies. Consent of instructor required.

BIOL 523 Marine Conservation Research 2 Participation in marine conservation research. Research may include relevant field or laboratory work and current marine science methodologies. Consent of instructor required.

BIOL 525 Marine Physiology Research 2 Participation in original laboratory and/or field research related to marine environmental physiology. Consent of instructor required.

BIOL 528 Invertebrate Conservation Research 2 Participation in research on topics in invertebrate conservation biology. Research may include ecological and/or genetic approaches and methodologies. Consent of instructor required.

BIOL 531 Developmental Genetics Research 2 Investigation through original literature and laboratory experience of the ways in which genes direct development. Consent of instructor required.

BIOL 532 Drosophila Genetics Research 2 An introduction to the use of drosophila as a research tool in classical and molecular genetics. Consent of instructor required.

BIOL 534 Cardiac Neural Crest Research 2 Participation in original research on the development of the cardiac neural crest, primarily using the chicken embryo as a model organism. Consent of instructor required.

BIOL 536 Functional Morphology Research 2 Participation in original research investigating the functional aspect of morphology and development in carnivorous mammals. Consent of instructor required.

BIOL 537 Vertebrate Paleo Research 2 Participation in original research investigating functional, evolutionary and ecological aspects of vertebrate paleontology in mammals and birds. Consent of instructor required.

BIOL 551 Behavior and Physiology Research 2 Participation in original laboratory and/or field research on social birds or mammals, addressing questions at the interfaces of behavior, physiology and ecology. Consent of instructor required.

BIOL 552 Avian Biology Research 2 Participation in laboratory and/or field research on birds, addressing questions at the interfaces of behavior, physiology, and ecology. Consent of instructor required.

BIOL 561 Bioinformatics and Genomics Research 2 Investigation of the systems-level properties of biological pathways and networks. Research may include bioinformatics and/or functional genomics techniques. Consent of instructor required.

BIOL 562 Microbiology Research 2 Participation in research investigating the role of microbes in the environment using culture based and molecular techniques. Consent of instructor required.

BIOL 563 Molecular Genetics Research 2 Laboratory work in gene mapping and gene isolation. Consent of instructor required.

BIOL 565 Plant Developmental Biology Research 2 Laboratory work in molecular and genetic analysis of plant development. Consent of instructor required.

BIOL 566 Plant Research 2 Participation in laboratory and/or field research on the ecophysiological response of plants to environmental extremes. Consent of instructor required.

BIOL 567 Plant-Microbe Interactions Research 2 Participation in research investigating the association between microbes and plants. Consent of instructor required.

BIOL 569 Ethnobotany Seminar 2 An introduction to the mutual relationships between plants and traditional peoples with an emphasis on phyto medicines and sustainability. Consent of instructor required.

BIOL 571 Conservation Biology Seminar 2 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. Consent of instructor required.

BIOL 575 Mitochondrial Biology Research 2 Independent laboratory research examining questions pertaining to import of proteins into mitochondria utilizing current molecular and cell biology, biochemistry, and genetic techniques in yeast and mammalian systems. Consent of instructor required.

BIOL 584 Advanced Topics in Gene Expression 2 An in-depth exposure to topics in gene expression through analysis of data from primary research literature. Prerequisites: BIOL 201 and BIOL 202. Consent of instructor required.

BIOL 585 Issues in Biotechnology Seminar 2 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. University Core fulfilled: Flags: Oral Skills, Writing. Consent of instructor required.

BIOL 586 Molecular Cell Biology Research 2 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. Consent of instructor required.

BIOL 587 Molecular Mechanisms in Development Seminar 2 An exploration of current research utilizing molecular/ genetic techniques to study developmental biology. Consent of instructor required.

BIOL 588 Advanced Systems Biology Research 2 Investigation of the systems-level properties of biological pathways and networks. Research may include bioinformatics, biomathematics, and/or functional genomics techniques. Consent of instructor required.

BIOL 594 Independent Research 0 TO 4 Independent research in a faculty laboratory. Results must be presented formally. Consent of instructor required.

BIOL 598 Special Studies 1 TO 3 Consent of instructor required.

BIOL 599 Independent Studies 1 TO 3 Consent of instructor required.

CHEMISTRY

CHEM 110 General Chemistry I 3 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. Prerequisite: MATH 120, MATH 122, or MATH 131 or concurrent enrollment or placement into MATH 120 or higher. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

CHEM 111 General Chemistry I Lab 1 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, CHEM 114, or concurrent enrollment.

CHEM 112 General Chemistry II 3 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 Chemical kinetics, equilibrium, complex ions, solubility, visible spectrophotometry, inorganic synthesis, crystallization, inorganic qualitative analysis. Lecture and laboratory, 4 hours. Prerequisites: CHEM 111; CHEM 112 or concurrent enrollment.

CHEM 114 General Chemistry for Engineers 3 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 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. Credit/No Credit grading only.

CHEM 198 Special Studies 0 TO 3

CHEM 199 Independent Studies 0 TO 3

CHEM 220 Organic Chemistry I 3 Introduction to the fundamentals of organic chemistry: chemical properties, synthesis and nomenclature of alkanes, alkenes, cycloalkanes, aromatic hydrocarbons, and alkyl halides. Lecture, 3 hours. Prerequisites: CHEM 110 and CHEM 112. University Core fulfilled: Flag: Quantitative Literacy.

CHEM 221 Organic Chemistry I Lab 1 Introduction to the fundamental lab techniques used in organic chemistry. Lecture and laboratory, 4 hours. Prerequisites: CHEM 111, CHEM 113; CHEM 220 or concurrent enrollment.

CHEM 222 Organic Chemistry II 3 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 Laboratory experience in synthesis and analysis of organic compounds. Lecture and laboratory, 4 hours. Prerequisites: CHEM 221; CHEM 222 or concurrent enrollment.

CHEM 250 Earth Systems 3 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 CHEM 112. University Core fulfilled: Flag: Information Literacy.

CHEM 261 The Science in Science Fiction 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

CHEM 262 The Chemical Environment 3 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 270 Frontiers of Science 3 Study of the methods of inquiry used across the disciplines in science. Development of scientific literacy through discussion of important public issues such as energy, medicine, the environment, and climate change. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

CHEM 281 The Science of CSI: An Introduction to Forensic Science 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

CHEM 290 Chemistry Seminar 1 Regular attendance by second-year students at the Departmental Seminar Program. May be taken twice. Credit/No Credit grading only.

CHEM 298 Special Studies 1 TO 3

CHEM 299 Independent Studies 1 TO 3

CHEM 330 Inorganic Chemistry 3 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 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 CHEM 223.

CHEM 340 Physical Chemistry 3 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, and reaction mechanisms. Lecture, 3 hours. Prerequisites: CHEM 222 and CHEM 223; MATH 123 or MATH 132; PHYS 201 or PHYS 2550. University Core fulfilled: Flag: Quantitative Literacy.

CHEM 341 Physical Chemistry Lab 1 Physical measurements, calorimetry, physical equilibria, phase behavior, chemical equilibria, kinetics, colligative properties, and electrochemistry. Lecture and laboratory, 4 hours. Prerequisite: CHEM 340 or concurrent enrollment. University Core fulfilled: Flags: Quantitative Literacy, Writing.

CHEM 342 Advanced Physical Chemistry 3 Chemical kinetics, quantum mechanics, atomic and molecular spectroscopy, statistical mechanics. Lecture, 3 hours. Prerequisites: CHEM 340 and CHEM 341.

CHEM 343 Advanced Physical Chemistry Lab 1 Kinetics, colligative properties, atomic and molecular spectroscopy. Lecture and laboratory, 4 hours. Prerequisites: CHEM 340, CHEM 341; CHEM 342 or concurrent enrollment.

CHEM 346 Physical Biochemistry 3 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 CHEM 341. Corequisite: CHEM 347.

CHEM 347 Physical Biochemistry Lab 1 Kinetics, colligative properties, macromolecular solution properties, atomic and molecular spectroscopy as applies to biochemical systems. Lecture and laboratory, 4 hours. Prerequisites: CHEM 340 and CHEM 341. Corequisite: CHEM 346.

CHEM 352 Environmental Chemistry 3 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 CHEM 112.

CHEM 354 Air Pollution: Atmospheric Chemistry 3 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 CHEM 112. University Core fulfilled: Flag: Information Literacy.

CHEM 356 Sustainable Practices 3 Discussion of the history of water and energy use in society; analysis of pollution resulting from use of non-renewable energy sources and recent advances in production of renewable and sustainable energy practices; and pollution of water with sustainable practices to provide clean freshwater and appropriate wastewater management. Prerequisite: CHEM 112 or ENVS 101 or consent of instructor.

CHEM 357 Environmental Chemistry: Atmosphere and Climate 3 A study of chemical processes in the environmental. Topics include stratospheric ozone depletion, the greenhouse effect, climate change, air pollution, and non-renewable sources of energy. Prerequisites: CHEM 110 and CHEM 112.

CHEM 358 Environmental Chemistry: Water, Soil, and Sediment 3 A study of chemical processes in the environment. Topics include renewable sources of energy, water chemistry, water purification, sewage treatment, pesticides, solid waste, soils and sediments. Prerequisites: CHEM 110 and CHEM 112.

CHEM 359 Environmental Chemistry Laboratory 1 Analysis to determine pollutants found in air, water, soil systems; emphasis on the use of instrumental methods and techniques. Laboratory, 4 hours. Prerequisite: CHEM 357 or CHEM 358 or concurrent enrollment.

CHEM 360 Analytical Chemistry and Lab 4 Theory of chemical analyses, statistical analyses in chemistry, and an introduction to spectroscopy. Lab includes quantitative analyses by gravimetric,

titrimetric, and spectroscopic methods. Lecture and laboratory, 8 hours. Prerequisites: CHEM 112 and CHEM 113. University Core fulfilled: Flag: Quantitative Literacy.

CHEM 370 Biochemistry 3 Macromolecular structure and function, enzymology, bioenergetics and kinetics, biotechnology, major metabolic pathways. Lecture, 3 hours. Prerequisites: CHEM 222 and CHEM 223. University Core fulfilled: Integrations: Interdisciplinary Connections.

CHEM 371 Biochemistry Lab 1 Techniques of protein purification, enzyme assay, and kinetics. Lecture and laboratory, 4 hours. Prerequisite: CHEM 370 or concurrent enrollment. University Core fulfilled: Flags: Engaged Learning, Writing.

CHEM 372 Advanced Biochemistry 3 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 Techniques in lipid and carbohydrate analysis; enzyme regulation; enzymes as diagnostic tools, restriction enzymes. Lecture and laboratory, 4 hours. Prerequisites: CHEM 370, CHEM 371; and CHEM 372 or concurrent enrollment.

CHEM 380 Forensic Chemistry 3 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, CHEM 223, and CHEM 360 or consent of instructor.

CHEM 382 Wine Chemistry 3 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 Regular attendance at Departmental Seminar Program. Credit/No Credit grading only.

CHEM 391 Chemistry Seminar 1 Regular attendance at Departmental Seminar Program and presentation of a seminar.

CHEM 393 Chemistry/Biochemistry Internship 1 TO 3 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. Credit/No Credit grading only.

CHEM 397 Directed Research 0 TO 3 May be repeated for credit up to 6 semester hours. Consent of instructor required. Credit/No Credit grading.

CHEM 398 Special Studies 0 TO 3

CHEM 399 Independent Studies 0 TO 3

CHEM 420 Advanced Organic Chemistry 3 Modern synthetic reactions, mechanisms and study of organic synthesis. Lecture, 3 hours. Prerequisites: CHEM 220 and CHEM 222.

CHEM 421 Advanced Organic Chemistry Lab 1 Laboratory techniques for multi-step synthesis and spectroscopic analysis of organic compounds. Lecture and laboratory, 4 hours. Prerequisites: CHEM 222 and CHEM 223. University Core fulfilled: Flag: Writing.

CHEM 422 Physical Organic Chemistry 3 In-depth study of organic, organometallic, and biochemical reaction mechanisms and how these mechanisms are investigated experimentally. Emphasis on application of structural, thermodynamic, and kinetic concepts to understand and predict chemical phenomena. Lecture, 3 hours. Prerequisite: CHEM 222.

CHEM 430 Advanced Inorganic Chemistry 3 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 CHEM 331 or concurrent enrollment.

CHEM 434 Bioinorganic Chemistry 3 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 by consent of instructor.

CHEM 460 Instrumental Analysis and Lab 4 Theory and practice of analytical methods including infrared spectroscopy, atomic spectroscopy, nuclear magnetic resonance spectroscopy, mass spectrometry, and gas and liquid chromatography. Lecture and laboratory, 7 hours. Prerequisite: CHEM 360. University Core fulfilled: Flag: Writing.

CHEM 474 Food Chemistry 3 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 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 478 Introduction to Virology 3 The foundational principles of biochemistry will be used to explore the structures and functions of viruses. Topics discussed will include recent scientific discoveries in virology. In addition to gaining content knowledge in virology, students will develop their scientific communication and information literacy skills. Prerequisite: CHEM 370.

CHEM 480 Medicinal Chemistry 3 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 director.

CHEM 482 Toxicology 3 An introduction to the principles of toxicology, emphasizing cellular mechanisms, e.g., cell signaling, mutagenesis, and/or carcinogenesis. Topics will also include dose-response, toxicokinetics, risk assessment, effects of toxicants on the environment, and approaches that can decrease the amounts of toxicants in the environment. Prerequisite: CHEM 370 or consent of instructor.

CHEM 490 Chemistry Seminar 1 Regular attendance at Departmental Seminar Program. Credit/No Credit grading only.

CHEM 491 Chemistry Seminar 1 Regular attendance at Departmental Seminar Program and presentation of a seminar.

CHEM 493 Chemistry/Biochemistry Internship 1 TO 3 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. A written report is required. May be repeated for credit up to 6 semester hours.

CHEM 495 Chemistry Teaching 0 TO 1 Guided teaching of the undergraduate laboratories. May be repeated for credit up to 8 semester hours. Credit/No Credit grading only. Approval of Department Chairperson required.

CHEM 497 Directed Research 1 TO 3 A written report is required. May be repeated for credit up to 6 semester hours. Consent of instructor required.

CHEM 498 Special Studies 1 TO 3

CHEM 499 Independent Studies 0 TO 4

CHEM 560 Introduction to Modern Spectroscopy 3 Theory, instrumentation principles, methods for data collection, results interpretation, and contemporary applications of modern spectroscopic methods including Gas Chromatography-Mass Spectrometry (GC-MS), Liquid Chromatography-Mass Spectrometry (LC-MS), Inductively Coupled Plasma-Mass Spectrometry (ICP-MS), and Nuclear Magnetic Resonance Spectroscopy (NMR). The course will include hands-on use of instrumentation in the laboratory setting. Prerequisite: CHEM 360 or consent of instructor.

CIVIL ENGINEERING

CIVL 200 Mechanics of Materials 3 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 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). Lecture, 2 hours; Laboratory, 4 hours. Sophomore standing required. University Core fulfilled: Flag: Information Literacy.

CIVL 230 Particle Dynamics 2 The objective of the course is to review particle dynamics and to introduce fundamentals of structural dynamics through theory and lab. Topics in particle dynamics include Newton's laws, particle kinematics, force and acceleration. Topics in structural dynamics include single and multiple degree-of-freedom structures, earthquake characteristics, and response of linear systems. Structural dynamics experiments will be conducted. Lecture, 2 hours. Prerequisite: ENGR 200.

CIVL 250 Thermal-Fluid Systems 3 Fluid statics including pressure in a static fluid, differential manometers, hydrostatic forces on plane and curved surfaces, buoyancy and stability, Bernoulli's Equation and applications, fundamental of classic thermodynamics, properties of pure substances, work and heat, energy balances for closed and open systems, cycles, second law, entropy, irreversible processes, isentropic processes, power and refrigeration cycles, steam turbines. Prerequisite: ENGR 200.

CIVL 302 Seismic Design of Structures 3 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. University Core fulfilled: Flag: Quantitative Literacy. Prerequisites: CIVL 200 and MATH 245.

CIVL 305 Structural Theory 3 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. Prerequisites: CIVL 200 and MATH 245.

CIVL 310 Fluid Mechanics I 3 Properties of fluids, fluid statics, kinematics, energy, hydrodynamics, momentum and dynamic forces, steady flow of compressible and incompressible fluids. Lecture, 3 hours. Prerequisites: CIVL 250 and MATH 245 or concurrent enrollment.

CIVL 311 Fluid Mechanics Lab 1 A companion laboratory of CIVL 310. Laboratory, 3 hours. Corequisite: CIVL 310.

CIVL 320 Introduction to Environmental Engineering 3 Introduction to elements of water treatment, water pollution control, solid and hazardous waste disposal, and air pollution control. The interrelationships of the movement of pollutants between the land, air, and water media are discussed. Lecture, 3 hours. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics (Civil Engineering majors only). Prerequisites: BIOL 114, CHEM 114, MATH 132, and MATH 245 or concurrent enrollment.

CIVL 340 Analytical Methods in Civil Engineering I 3 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 The economic evaluation of engineering alternatives. Topics include: time value of money relationships, nominal and effective interest rates, present worth method, annual worth method, rate of return and incremental analysis, depreciation and income taxes, replacement analysis and benefit/cost analysis. Lecture, 3 hours. University Core fulfilled: Explorations: Understanding Human Behavior. Prerequisite: MATH 132.

CIVL 400 Fundamentals of Water and Wastewater Treatment 3 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. Lecture, 3 hours. University Core fulfilled: Flag: Oral Skills. Prerequisites: CIVL 310 and CIVL 320.

CIVL 406 Water Resources Planning and Design 3 Flood control hydrology including rainfall, unit hydrographs, flood frequency analysis and flood routing. Development of surface and groundwater supplies, reservoir yield and operation, determination of water requirements, analysis of water supply and distribution systems. Lecture, 3 hours. University Core fulfilled: Flag: Information Literacy. Prerequisites: CIVL 310, MATH 245, and MATH 360.

CIVL 410 Soil Mechanics 4 Physical and mechanical properties of soil, consolidation, settlement of structures, shear strength, analysis of earth pressures, bearing capacity, slope stability, flow through porous media, and open-ended design problems. Lecture, 3 hours; Laboratory, 3 hours. University Core fulfilled: Flag: Writing. Prerequisites: CIVL 200 and CIVL 310.

CIVL 411 Design of Foundations and Earth Structures 3 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 460 Civil Engineering Design, Practice, and Ethics 4 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. Senior standing required. University Core fulfilled: Flags: Engaged Learning, Writing. Prerequisites: CIVL 210, CIVL 302, CIVL 305, CIVL 395, CIVL 400, CIVL 406, CIVL 410.

CIVL 490 Civil & Environ Engineering Seminar 1 Presentations emphasizing the applications of civil and environmental engineering topics in professional practice and research; civil engineering employment opportunities; student group meetings and gatherings; and interaction with members of the LMU Civil Engineering and Environmental Science Council for Industry Partnerships.

CIVL 498 Special Studies 1 TO 4

CIVL 499 Independent Studies 1 TO 4

CIVL 501 Sustainable Water Quality and Resources 3 This course introduces fundamental water quality and resources topics in the context of sustainability. Topics include introductions to aquatic interactions and fates of pollutants in natural environments; watershed protection and stormwater management for surface and groundwater supplies; sustainable management of groundwater supplies; recycled water production and uses; water quality; and water and wastewater treatment systems. Prerequisites: CHEM 110 or CHEM 114; MATH 112 or MATH 122 or MATH 131.

CIVL 505 Aquatic Chemistry: Environmental

CIVL 505 Aquatic Chemistry 3 Review of stoichiometry, oxidation-reduction reactions, thermodynamics, and chemical kinetics. Equilibrium chemistry concepts including acid-base, gas, and solid-liquid equilibria applied to aquatic systems with an emphasis on problem-solving methods to determine chemical speciation and pH effects in natural and treated aquatic systems. Prerequisite: CHEM 110 or CHEM 114.

CIVL 508 Contaminant Fate, Transport & Remediation 3 Introduction to physical, chemical, and biological processes governing the movement and fate of contaminants in the surface and coastal water environment. Practical quantitative problems solved based on contaminant mass transport, equilibrium partitioning, and chemical transformations in the environment. Regulatory implications and remediation approaches. Prerequisite: CIVL 320 or ENVS 358.

CIVL 513 Solid Wastes Engineering 3 An application of current technology in the collection, control, disposal, and recovery of value from solid wastes. Lecture, 3 hours.

CIVL 515 Industrial Waste Management 3 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 505.

CIVL 517 Water Treatment Processes 3 Theory and practice of the physical and chemical treatment processes to treat water and wastewater including reactor performance, screening sedimentation, membrane and media filtration, adsorption, ion exchange, disinfection. Theory and practice of biological treatment of wastewater including activated sludge, attached growth systems, oxygen transfer, secondary clarification, nutrient removal, residuals stabilization and dewatering, natural treatment systems. Prerequisites: CIVL 320 and CIVL 400 (either completed or taking concurrently) or

CIVL 501 (either completed or taking concurrently).

CIVL 518 Water Reuse and Desalination 3 Wastewater reuse and desalination are key components of future water supply systems. This course covers processes used for water reuse and membrane treatment systems. The objectives include understanding: 1) the rapidly expanding wastewater reuse market; 2) advanced treatment processes required for reuse; and 3) the roles and characteristics of membrane systems for treatment of water and wastewater along with desalination for seawater and brackish water. Existing reuse and membrane treatment systems are studied to understand how individual processes are integrated to meet the water quality objectives and treatment requirements for different applications. Prerequisite: CIVL 320.

CIVL 519 Advanced Integrated Water Treatment Systems 3 Integrated design of water and wastewater treatment facilities from site and process selection, site layout, hydraulics, flow and material balances, pumping, odor control, and chemical feed systems. Includes the design of additional processes such as ozonation, air stripper, ion exchange, adsorption, nutrient removal, etc. Prerequisite: CIVL 400.

CIVL 526 Surface Water Hydrology 3 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. Lecture, 3 hours.
Prerequisite: MATH 112 or MATH 122 or MATH 131.

CIVL 527 Urban Water Systems and Stormwater Management 3 Overview of the theory and practical applied hydraulic design in an urban setting. Topics include potable water conveyance facilities with pump stations and reservoirs; storm water conveyance systems including pipe, street gutter, storm drains, and culverts. Emphasis is placed on the design Low Impact Development (LID) bioretention, and other facilities for regulatory compliance and sustainability, as well as on the application of modeling software used in practice. Prerequisite: CIVL 310.

CIVL 528 Groundwater Hydrology and Sustainable Management 3 Groundwater in California and other regions of the world is a critical component of our water supply portfolio, and proper management requires a judicious balance between municipal, agricultural, and environmental interests. In this course, students will learn about 1) the theory of groundwater occurrence and movement; 2) the engineering involved in groundwater extraction, replenishment, and protection; and 3) sustainable basin management strategies and optimization techniques. Specific course topics include theory of the movement and occurrence of water in a porous medium, Darcy's law, steady and unsteady flow in confined and unconfined aquifers, hydraulics of groundwater wells, municipal water well design, use of professional groundwater modeling software, optimization techniques to sustainably manage groundwater basin pumping, safe yield operation, artificial recharge, conjunctive use of groundwater and surface water supplies, seawater intrusion prevention, and sustainable basin management strategies and agreements. Prerequisite: MATH 112 or MATH 122 or MATH 131.

CIVL 529 Groundwater Contaminant Transport and Remediation 3 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. Prerequisite: CIVL 528.

CIVL 530 Design of Concrete Structures 4 Theory and design of reinforced concrete columns, beams, retaining walls, footings, and slabs. Application to design projects. Prerequisites: CIVL 200 and CIVL 305.

CIVL 531 Principles of Water Quality Management 3 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 532 Structural Steel Design 3 Fundamentals of load and resistance factor design of steel components, connections, and systems. Component designs include beams, composite beams, beam columns, tension and compression members, and simple connections. Introduction to computational modeling. Prerequisites: CIVL 200 and CIVL 305.

CIVL 533 Design of Wood Structures 3 The course addresses properties and behavior of wood products, design criteria using structural timber, glue laminated lumber, and panels, LRFD design of bending and compression members, frames, diaphragms, shear panels, and connection details, and use of resources such as building codes and the National Design Specifications. Prerequisite: CIVL 200.

CIVL 536 Nonlinear Structural Analysis 3 This course will cover nonlinear response and behavior of new and retrofitted buildings to earthquake ground motions. The course will be taught with lectures and projects (Perform 3D), using both prescriptive and performance-based design methodologies. Topics include nonlinear static and dynamic analysis, response spectra, component and system behavior, damping, latest research references for computational modeling. Corequisite: CIVL 305

CIVL 537 Building Information Modeling 3 This course focuses on the knowledge and skills required to create and utilize a Building Information Model (BIM) for construction building projects. This is a project-based course where students apply BIM concepts to real-life projects from the planning and design stages to the construction phase. The course also introduces the use of BIM for clash detection as well as for cost estimating and scheduling purposes. Junior standing or above required.

CIVL 538 Construction Management and Sustainability 3 Course provides students with an introduction to construction management and sustainable building practices and rating systems including CALGreen and Leadership in Energy and Environmental Design (LEED). Junior or senior standing required.

CIVL 539 Design of Masonry Structures Analysis and design of masonry structures including the analysis and design of reinforced masonry beams, walls, columns and lateral design considerations. Corequisite: CIVL 305

CIVL 546 Geotechnical Earthquake Engineering 3 Introduction to engineering seismology and earthquake ground motions. Evaluation of dynamic soil properties, seismic site response analysis, soil liquefaction evaluation and mitigation, seismic slope stability, and seismic evaluation of dams and embankments. Prerequisite: CIVL 410 or ENV5 552.

CIVL 547 Dams and Levees 3 Evaluation of geotechnical, hydrology, and hydraulic components for the design and evaluation of dam and levee structures. Consideration of unconfined groundwater flow, filter design, embankment stability, open channels, and other related topics. Prerequisites: CIVL 406 and CIVL 410, or permission of the instructor.

CIVL 549 Hazardous Waste Remediation 3 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 551 Remote Sensing with Civil Engineering and Environmental Science Applications 3 The course introduces the fundamental concepts of remote sensing from space, remote sensing data, and image data processing. Topics include characteristics of electromagnetic spectrum and remote sensing devices, digital processing methods for interpreting, manipulating and analyzing remotely-sensed image data, and applications of satellite remote sensing to civil engineering and environmental fields. Prerequisite: MATH 112 or MATH 122 or MATH 131.

CIVL 553 Modeling Environmental and Water Resources Systems 3 This course provides an introduction to mathematical modeling techniques used to solve and interpret a variety of environmental and water resources engineering problems. Topics include numerical solution of

ordinary and partial differential equations, optimization, and statistical analysis of model results.
Prerequisite: CIVL 310.

CIVL 555 Computational Fluid Dynamics 3 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. Pre-requisites: CIVL 310 or CIVL 505. Majors only.

CIVL 557 Finite Element Methods 3 Course Description (same as MECH 516/616): 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. Prerequisites: CIVL 305 and CIVL 406

CIVL 571 Air Quality, Control, and Management 3 Air pollution effects, and principal regulations, including greenhouse gases and environmental justice, emission standards, criteria and toxic pollutants, atmospheric stability, mixing, and inversions, and smog formation; detailed analysis of emission sources, emission calculation methods, air pollutant dispersion modeling, and equipment and processes to control criteria and toxic pollutants. Indoor air pollutants and radon are included. Prerequisite: MATH 112 or MATH 122 or MATH 131.

CIVL 572 Sustainable Waste Management 3 Overview of the regulatory constraints associated with waste management. Application of current technology in municipal solid waste collection, handling, resource recovery, and safe disposal of residuals including landfill design, operation, gas mitigation, and closure. General characterization of principal industrial wastes, typical treatment processes used for recycling, waste reduction, and safe disposal of residuals. Hazardous waste characterization and minimization, storage, treatment, and residuals disposal; overview of site assessment and remediation strategies. Prerequisite: MATH 112 or MATH 122 or MATH 131.

CIVL 573 Economics of Water and the Environment 3 Local, regional, and international economics are a fundamental component of water resources and environmental systems and associated management and decision making. This course covers topics on the debt-monetary system; debt financing for environmental projects; bond market; discount rate; and cash flow equivalence and benefit-cost analysis for project alternatives, including net present value, internal rate of return and unit cost. Students incorporate cost and interest rate uncertainty in project valuation studies as well as perform cost effective analysis using linear programming and other tools. Case studies include water treatment facilities, water transfers, and other environmentally focused projects. Prerequisites: MATH 131 or MATH 112 or MATH 122.

CIVL 574 Sustainable Engineering 3 Introduction to the role of engineers in sustainability with focus on the modern engineer's role on design. Topics include environmental impacts, economics, climate change, stormwater management, recycled water and desalination, waste management, renewable energy, sustainable building and infrastructure, life cycle assessment, and green rating systems for engineering. Prerequisite: MATH 112 or MATH 122 or MATH 131.

CIVL 575 Renewable Energy Systems 3 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.

CIVL 576 Project Management 3 This course will integrate project management theory with practical approaches to establish a fundamental knowledge base for use in today's contemporary dynamic business environment. Project management will be explored from planning and selection through all aspects of the project life cycle. Practical techniques will be developed to organize and control non-routine activities in order to properly manage schedule, quality, budget, and performance objectives. The course will concentrate on project management areas identified as core knowledge areas by the Project Management Institute (PMI). The areas include the management of: Project Integration, Scope containment, Time, Cost, Quality, Human Resources, Procurement, and Risk.

CIVL 577 Transportation Engineering 3 This class introduces basic concepts involved in the broad and important field of transportation engineering. It focuses on passenger transportation, specifically highways and urban public transit. It addresses the characteristics of included modes, basic design of their guideways and stations, selection of appropriate street designs or modes for given applications, conducting trip generation and parking generation studies, and performing demand/capacity analyses. The history of urban transportation, transportation financing, traffic engineering, and transit operations planning is also covered. By the end of the course, students will have a strong basis for continuing their studies in the field and/or will simply be better informed on transportation issues as they inevitably arise in life. Junior or senior standing required.

CIVL 578 Research in Civil Engineering & Environmental Science 3 This course is designed to provide undergraduate and graduate students with research opportunities and better prepare undergraduates for advanced degrees. Students perform research in accordance with the scientific methodology in areas civil engineering, environmental engineering, and/or environmental science under the supervision of a research advisor who may or may not be the primary course instructor. The precise research topic is selected together by each student and/or advisor. Topics include the research process; hypothesis formulation and testing; modern scientific research; relevant research topics; analysis of scientific articles; data interpretation; critical assessment of public opinion versus scientific evidence; and article, report, and presentation preparation. Requires Permission of instructor.

CIVL 591 FE/EIT Environmental Preparation 1 The Fundamentals of Engineering exam and Engineer-in-Training is the first step in becoming a licensed Professional Environmental Engineer. This course provides preparation for the National Council of Examiners for Engineering and Surveying (NCEES) discipline-specific Environmental FE exam with emphasis on water distribution, wastewater collection, treatment, health risk, noise, air quality, fate and transport, and landfills. The FE reference handbook is used in the solution of practice problems. Same as CIVL 691.

CIVL 592 FE/EIT Other Disciplines (General) Preparation 1 The Fundamentals of Engineering exam and Engineer-in-Training is the first step in becoming a licensed Professional Engineer. This course provides preparation for the National Council of Examiners for Engineering and Surveying (NCEES) general non-discipline specific (other disciplines) FE exam. Credit/No Credit grading.

CIVL 598 Special Studies 1 TO 4

CIVL 599 Independent Studies 1 TO 4

CIVL 601 Sustainable Water Quality and Resources 3 This course introduces fundamental water quality and resources topics in the context of sustainability. Topics include introductions to aquatic interactions and fates of pollutants in natural environments, watershed protection and storm water management for surface and groundwater supplies, sustainable management of groundwater supplies, recycled water production and uses, water quality, and water and wastewater treatment systems.

CIVL 605 Aquatic Chemistry 3 Review of stoichiometry, oxidation-reduction reactions, thermodynamics, and chemical kinetics. Equilibrium chemistry concepts including acid-base, gas, and solid-liquid equilibria applied to aquatic systems with an emphasis on problem-solving methods to determine chemical speciation and pH effects in natural and treated aquatic systems.

CIVL 608 Contaminant Fate, Transport, and Remediation 3 Introduction to physical, chemical, and biological processes governing the movement and fate of contaminants in the surface and coastal water environment. Practical quantitative problems solved based on contaminant mass transport, equilibrium partitioning, and chemical transformations in the environment. Regulatory implications and remediation approaches. Prerequisite: CIVL 601 or ENVS 605.

CIVL 613 Solid Wastes Engineering 3 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 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: CIVL 601 and ENVS 605.

CIVL 617 Water Treatment Processes 3 Theory and practice of the physical and chemical treatment processes to treat water and wastewater including reactor performance, screening sedimentation, membrane and media filtration, adsorption, ion exchange, disinfection. Theory and practice of biological treatment of wastewater including activated sludge, attached growth systems, oxygen transfer, secondary clarification, nutrient removal, residuals stabilization and dewatering, natural treatment systems. Prerequisites: CIVL 601 and CIVL 625 (either completed or taking concurrently) and ENVS 606 (either completed or taking concurrently).

CIVL 618 Water Reuse and Desalination 3 Wastewater reuse and desalination are key components of future water supply systems. This course covers processes used for water reuse and membrane treatment systems. The objectives include understanding: 1) the rapidly expanding wastewater reuse market; 2) advanced treatment processes required for reuse; and 3) the roles and characteristics of membrane systems for treatment of water and wastewater along with desalination for seawater and brackish water. Existing reuse and membrane treatment systems are studied to understand how individual processes are integrated to meet the water quality objectives and treatment requirements for different applications. Prerequisite: CIVL 601 (either completed or taking concurrently)

CIVL 619 Advanced Integrated Water Treatment Systems 3 Integrated design of water and wastewater treatment facilities from site and process selection, site layout, hydraulics, flow and material balances, pumping, odor control, and chemical feed systems. Includes the design of additional processes such as ozonation, air stripper, ion exchange, adsorption, nutrient removal, etc. Prerequisite: CIVL 617.

CIVL 625 Applied Fluid Mechanics 3 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 Program Director.

CIVL 626 Surface Water Hydrology 3 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 627 Urban Water Systems and Stormwater Management 3 Overview of the theory and practical applied hydraulic design in an urban setting. Topics include potable water conveyance facilities with pump stations and reservoirs; storm water conveyance systems including pipe, street gutter, storm drains, and culverts. Emphasis is placed on the design Low Impact Development (LID) bioretention, and other facilities for regulatory compliance and sustainability, as well as on the application of modeling software used in practice. Prerequisite: CIVL 625 (either completed or taking concurrently).

CIVL 628 Groundwater Hydrology and Sustainable Management 3 Groundwater in California and other regions of the world is a critical component of our water supply portfolio, and proper management requires a judicious balance between municipal, agricultural, and environmental interests. In this course, students will learn about 1) the theory of groundwater occurrence and movement; 2) the engineering involved in groundwater extraction, replenishment, and protection; and 3) sustainable basin management strategies and optimization techniques. Specific course topics include theory of the movement and occurrence of water in a porous medium, Darcy's law, steady and unsteady flow in confined and unconfined aquifers, hydraulics of groundwater wells, municipal water well design, use of professional groundwater modeling software, optimization techniques to sustainably manage groundwater basin pumping, safe yield operation, artificial recharge, conjunctive use of groundwater and surface water supplies, seawater intrusion prevention, and sustainable basin management strategies and agreements. Prerequisite: CIVL 625 (either completed or taking concurrently).

CIVL 629 Groundwater Contaminant Transport and Remediation 3 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. Prerequisite: CIVL 628.

CIVL 630 Design of Concrete Structures 3 Theory and design of reinforced concrete columns, beams, retaining walls, footings, and slabs. Application to design projects. Requires consent of Program Director.

CIVL 632 Design of Steel Structures 3 Fundamentals of load and resistance factor design of steel components, connections, and systems. Component designs include beams, composite beams, beam

columns, tension and compression members, and simple connections. Introduction to computational modeling. Requires consent of Program Director.

CIVL 633 Design of Wood Structures 3 The course addresses properties and behavior of wood products, design criteria using structural timber, glue laminated lumber, and panels, LRF design of bending and compression members, frames, diaphragms, shear panels, and connection details, and use of resources such as building codes and the National Design Specifications. Requires consent of Program Director.

CIVL 636 Nonlinear Structural Analysis 3 This course will cover nonlinear response and behavior of new and retrofitted buildings to earthquake ground motions. The course will be taught with lectures and projects (Perform 3D), using both prescriptive and performance-based design methodologies. Topics include nonlinear static and dynamic analysis, response spectra, component and system behavior, damping, latest research references for computational modeling.

CIVL 637 Building Information Modeling 3 This course focuses on the knowledge and skills required to create and utilize a Building Information Model (BIM) for construction building projects. This is a project-based course where students apply BIM concepts to real-life projects from the planning and design stages to the construction phase. The course also introduces the use of BIM for clash detection as well as for cost estimating and scheduling purposes.

CIVL 638 Construction Management and Sustainability 3 Course provides students with an introduction to construction management and sustainable building practices and rating systems including CALGreen and Leadership in Energy and Environmental Design (LEED). Requires consent of Program Director.

CIVL 639 Design of Masonry Structures 3 Analysis and design of masonry structures including the analysis and design of reinforced masonry beams, walls, columns and lateral design considerations.

CIVL 646 Geotechnical Earthquake Engineering 3 Introduction to engineering seismology and earthquake ground motions. Evaluation of dynamic soil properties, seismic site response analysis, soil liquefaction evaluation and mitigation, seismic slope stability, and seismic evaluation of dams and embankments. Prerequisite: CIVL 410 or ENVS 652. Requires consent of Program Director.

CIVL 647 Dams and Levees 3 Evaluation of geotechnical, hydrology, and hydraulic components for the design and evaluation of dam and levee structures. Consideration of unconfined groundwater flow, filter design, embankment stability, open channels, and other related topics. Prerequisites: CIVL 626 and permission of the instructor.

CIVL 649 Contaminated Site Remediation 3 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 651 Remote Sensing with Civil Engineering and Environmental Science Applications 3 The course introduces the fundamental concepts of remote sensing from space, remote sensing data, and image data processing. Topics include characteristics of electromagnetic spectrum and remote sensing devices, digital processing methods for interpreting, manipulating and analyzing remotely-sensed image data, and applications of satellite remote sensing to civil engineering and environmental fields.

CIVL 653 Modeling Environmental and Water Resources Systems 3 This course provides an introduction to mathematical modeling techniques used to solve and interpret a variety of environmental and water resources engineering problems. Topics include numerical solution of ordinary and partial differential equations, optimization, and statistical analysis of model results. Prerequisite: CIVL 625.

CIVL 655 Computational Fluid Dynamics 3 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. Pre-requisites: CIVL 605

CIVL 656 Water Resources Systems Modeling 3 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 657 Finite Element Methods 3 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. Pre-requisite: CIVL 305

CIVL 671 Air Quality, Control, and Management 3 Air pollution effects, and principal regulations, including greenhouse gases and environmental justice, emission standards, criteria and toxic pollutants, atmospheric stability, mixing, and inversions, and smog formation; detailed analysis of emission sources, emission calculation methods, air pollutant dispersion modeling, and equipment and processes to control criteria and toxic pollutants. Indoor air pollutants and radon are included.

CIVL 672 Sustainable Waste Management 3 Overview of the regulatory constraints associated with waste management. Application of current technology in municipal solid waste collection, handling, resource recovery, and safe disposal of residuals including landfill design, operation, gas mitigation, and closure. General characterization of principal industrial wastes, typical treatment processes used for recycling, waste reduction, and safe disposal of residuals. Hazardous waste characterization and minimization, storage, treatment, and residuals disposal; overview of site assessment and remediation strategies.

CIVL 673 Economics of Water and the Environment 3 Local, regional, and international economics are a fundamental component of water resources and environmental systems and associated management and decision making. This course covers topics on the debt-monetary system; debt financing for environmental projects; bond market; discount rate; and cash flow equivalence and benefit-cost analysis for project alternatives, including net present value, internal rate of return and unit cost. Students incorporate cost and interest rate uncertainty in project valuation studies as well as perform cost effective analysis using linear programming and other tools. Case studies include water treatment facilities, water transfers, and other environmentally focused projects.

CIVL 674 Sustainable Engineering 3 Introduction to the role of engineers in sustainability with focus on the modern engineer's role on design. Topics include environmental impacts, economics, climate change, stormwater management, recycled water and desalination, waste management, renewable energy, sustainable building and infrastructure, life cycle assessment, and green rating systems for engineering.

CIVL 675 Renewable Energy Systems 3 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.

CIVL 676 Project Management 3 This course will integrate project management theory with practical approaches to establish a fundamental knowledge base for use in today's contemporary dynamic business environment. Project management will be explored from planning and selection through all aspects of the project life cycle. Practical techniques will be developed to organize and control non-routine activities in order to properly manage schedule, quality, budget, and performance objectives. The course will concentrate on project management areas identified as core knowledge areas by the Project Management Institute (PMI). The areas include the management of: Project Integration, Scope containment, Time, Cost, Quality, Human Resources, Procurement, and Risk.

CIVL 677 Transportation Engineering 3 This class introduces basic concepts involved in the broad and important field of transportation engineering. It focuses on passenger transportation, specifically highways and urban public transit. It addresses the characteristics of included modes, basic design of their guideways and stations, selection of appropriate street designs or modes for given applications, conducting trip generation and parking generation studies, and performing demand/capacity analyses. The history of urban transportation, transportation financing, traffic engineering, and transit operations planning is also covered. By the end of the course, students will have a strong basis for continuing their studies in the field and/or will simply be better informed on transportation issues as they inevitably arise in life.

CIVL 678 Research in Civil Engineering & Environmental Science 3 This course is designed to provide undergraduate and graduate students with research opportunities and better prepare undergraduates for advanced degrees. Students perform research in accordance with the scientific methodology in areas civil engineering, environmental engineering, and/or environmental science under the supervision of a research advisor who may or may not be the primary course instructor. The precise research topic is selected together by each student and/or advisor. Topics include the research process; hypothesis formulation and testing; modern scientific research; relevant research topics; analysis of scientific articles; data interpretation; critical assessment of public opinion versus scientific evidence; and article, report, and presentation preparation. Requires Permission of instructor.

CIVL 690 Comprehensive Oral Exam 0 The oral examination provides an opportunity to assess the student's understanding of some of the fundamental principles of environmental engineering, water resources engineering, and/or environmental science. It provides an opportunity for the student to demonstrate her/his problem-solving abilities using knowledge learned through coursework and an indication of student accomplishment broader than what is obtained from conventional classroom assessment. The exam is generally offered on the Friday of final examinations week. Students

can register for the class only if all of course requirements will be complete at the end of the semester in which they plan to take the exam. Credit/No Credit grading. Requires consent of Program Director.

CIVL 691 FE/EIT Environmental Preparation 1 The Fundamentals of Engineering exam and Engineer-in-Training is the first step in becoming a licensed Professional Environmental Engineer. This course provides preparation for the National Council of Examiners for Engineering and Surveying (NCEES) discipline-specific Environmental FE exam with emphasis on water distribution, wastewater collection, treatment, health risk, noise, air quality, fate and transport, and landfills. The FE reference handbook is used in the solution of practice problems. Credit/No Credit grading.

CIVL 692 FE/EIT Other Disciplines (General) Preparation 1 The Fundamentals of Engineering exam and Engineer-in-Training is the first step in becoming a licensed Professional Engineer. This course provides preparation for the National Council of Examiners for Engineering and Surveying (NCEES) general non-discipline specific (other disciplines) FE exam. Credit/No Credit grading.

CIVL 695 Master Thesis 3

CIVL 696 Thesis Defense 0 Students who opt for a thesis must defend their research to a thesis committee in the form of a written thesis and an oral presentation. It is the intent of the thesis committee to determine if the student 1) has mastered the subject matter of the thesis, 2) understands the work done by others, and 3) can critically assess that work and his/her own work. No later than two weeks prior to the thesis defense presentation, the student must provide their written thesis to their thesis committee for review. The presentation should take no longer than one hour, including questions and answers from the committee and audience. Immediately after the presentation, the committee will deem the thesis complete, complete with exceptions, or incomplete. All core courses must be completed (or be taken concurrently) and at least 27 units must be completed (or taken concurrently). Credit/No Credit grading. Requires consent of Program Director.

CIVL 698 Special Studies 1 TO 4

CIVL 699 Independent Studies 1 TO 4

COMPUTER SCIENCE

CMSI 161 Computing in the Popular Culture 3 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).

CMSI 182 Introduction to Computer Science 3 History of computer science and its relationship to other fields. The benefits of computational thinking and computing-enhanced creativity in daily life. Numerous examples connecting computing and computing technology to human activities, such as sporting events, elections, politics, and health care. Coursework includes small-scale programming.

CMSI 185 Computer Programming 3 Foundational course that emphasizes problem solving and computer programming, using a popular scripting language such as JavaScript or Python. Values and types, functions, objects, iteration and recursion. Event-driven programming and basic graphics and animation.

CMSI 186 Programming Laboratory 3 Apprenticeship-styled programming workshop, structured around the notion of algorithm paradigms, treating one medium-sized application every 2-3 weeks in a laboratory setting. Typical projects include discrete simulation, randomized estimation, maze solving, dynamic programming, large-number arithmetic, and numerical methods. Prerequisite: A grade of C (2.0) or higher in CMSI 185 or consent of instructor.

CMSI 261 Language, Thought, and Computation 3 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. Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CMSI 264 Cryptography and Cryptanalysis 3 Survey of the basic principles and methods of both classical and modern cryptology, and the historical context in which these systems have arisen. Secret key and public key encryption and decryption. Random number generation. Hashes. Digital Signatures. Cryptanalysis. Prerequisite: MATH 101 or higher, or placement into MATH 106 or higher.

CMSI 266 Electronic Markets 3 Study of the convergence of markets, fair division, and dispute resolution with modern information technologies. 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; blockchain and cryptocurrencies; architecture and implementation; scalability and security; legal issues; future directions. Prerequisite: CMSI 185 or consent of instructor.

CMSI 281 Data Structures 3 Introduction to the specification and design of data types, information structures, and algorithms, including detailed studies of collection classes and interfaces for sets, lists, stacks, queues, heaps, dictionaries, and more. Implementation techniques such as arrays, linked lists, hash tables, and efficient tree structures are presented, along with sorting, indexing, and hashing. Computational complexity, problem solving, and recursion are introduced. Prerequisite: A grade of C (2.0) or higher in CMSI 186.

CMSI 282 Algorithms 3 The study of algorithm paradigms, including divide-and-conquer, greedy methods, dynamic programming, and randomization, with an emphasis on combinatorial search. Modern heuristics, such as genetic programs and simulated annealing. String problems, including matching and longest common subsequence. Advanced sorting. Algorithms for cake-cutting and fair division. Generating combinatorial objects such as permutations, combinations, subsets, and partitions. Graph algorithms. Computational geometry. Recurrences and the Master Theorem. Prerequisite: CMSI 281.

CMSI 284 Computer Systems Organization 3 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. Prerequisite: CMSI 186 or concurrent enrollment.

CMSI 298 Special Studies 1 TO 3

CMSI 299 Independent Studies 1 TO 3

CMSI 355 Networks 3 A detailed study of the design and use of network and internet technologies in modern digital communication systems. Physical networking components, packets and virtual circuits, routing and control protocols, signaling, multicasting, sockets, IPv4, IPv6, UDP, TCP, ARP, ICMP, IGMP, DNS, SMTP, FTP, VoIP, and HTTP(S). Basic architecture, protocols and services of the global Internet; data interchange formats such as JSON; client and server-side web programming (including webworkers and socket.io); the design of database-backed systems, middleware, scalability and security. Prerequisite: CMSI 284.

CMSI 367 Biological Databases 3 The representation, storage, and transformation of biological data. The central dogma of molecular biology, the genetic code, the Human Genome Project, sequence databases, formats and conversion, searching and regular expressions. Document 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. Prerequisites: CMSI 186 and MATH 132.

CMSI 370 Interaction Design 3 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 interaction architectures. Interaction guidelines, principles, and theories; usability engineering; the model-view-controller (MVC) and related paradigms. Current application frameworks such as React and React Native. Prerequisite: CMSI 281 .

CMSI 371 Computer Graphics 3 Introduction to interactive computer graphics. 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. Prerequisite: CMSI 281 .

CMSI 375 Game Design 3 The art and science of games. 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.

CMSI 376 Game Development 3 Development, production, marketing, and distribution of electronic games. Technical details of game and physics engines. Modeling, programming, and interaction techniques. The course covers both two-and three-dimensional platforms. Prerequisite: CMSI 375 .

CMSI 377 Introduction to Virtual Worlds 3 An introduction to the history of, and the technological and social aspects surrounding, virtual worlds. Building and scripting objects, and the interaction between avatars, avatar customization, and computer science concepts underlying virtual worlds. Consent of instructor required.

CMSI 385 Introduction to Theory of Computation 3 Introduction to the classical theory of computation. Formal languages and the Chomsky Hierarchy. Finite automata, Turing machines, and stack machines. Formal grammars, intractability and undecidability. Prerequisites: CMSI 281 and MATH 248.

CMSI 386 Programming Languages 3 A comparative study of the rationale, concepts, design, and features of several major programming languages. Bindings, control flow, types, subroutines, modules, objects, and concurrency, and metaprogramming. Major attention is given to C++, Java, Rust, Go or Scala Python, Ruby or Clojure Haskell, Elm, and other ML-family languages and JavaScript, with additional examples drawn from over a dozen languages, including esoteric ones. Prerequisites: CMSI 281 and CMSI 284 .

CMSI 387 Operating Systems 3 Concepts in the design and implementation of computer 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. Major emphasis is placed on Linux/Unix and Windows-based architectures and C-language system programming, along with the Linux Kernel. Prerequisite: CMSI 284.

CMSI 390 Internship or Practicum 1 TO 2 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 392 Human Contexts and Computer Ethics 3 Examination of human contexts within computer science and specific technical skills that help facilitate ethical practice, with an emphasis on learning how to situate and confront social-technical issues at play in personal-professional development, interpersonal relationships, community relations, and global citizenship. Topics include: privacy-first software development and data stewardship; data literacy and quantification of complex social issues; value judgments and consequences; the role and responsibility of computer scientists. Prerequisite: CMSI 186 or consent of instructor.

CMSI 398 Special Studies 1 TO 3

CMSI 399 Independent Studies 1 TO 3

CMSI 401 Software Engineering Lab 3 Introduction to principles employed in the construction of large-scale distributed software systems, including languages and tools to facilitate and manage such products, and the human factors in their production. Students conceive, model, implement, deploy, document, and present a non-trivial software project built using an agile development methodology. Clean code and architecture readings and videos, guest speakers, and code jams enhance the course experience. Projects are built in public source code repositories and students present to a large audience of faculty, administrators, alumni, industry representatives, friends, and family at the end of the course. Consent of instructor required.

CMSI 402 Senior Project Lab 4 Students analyze, design, implement, document, and present a large-scale, individual project, demonstrating mastery of the computer science curriculum. Clean code and architecture readings and videos, guest speakers, and code jams enhance the course experience.

Projects are built in public source code repositories and students present to a large audience of faculty, administrators, alumni, industry representatives, friends, and family at the end of the course. Consent of instructor required.

CMSI 432 Cognitive Systems Design 3 Topics at the intersection of cognitive psychology, experimental design, and machine learning, through an examination of the tools that automate how intelligent agents (both human and artificial) react to, learn from, and otherwise reason about their environments. Causal formalizations for higher cognitive processes surrounding the distinction between associational, causal, and counterfactual quantities. Automation of aspects of human and animalistic reasoning by employing modern tools from reinforcement and causal learning, including: Structural Causal Models, Multi-armed Bandit Agents, Markov Decision Processes, and approaches to Q-Learning. Prerequisite: CMSI 485 or consent of instructor.

CMSI 485 Artificial Intelligence 3 Introduction to the fundamental concepts underlying the implementation of human-level intelligence (and beyond) in computer systems. Topics include agent architectures, problem-solving methods, knowledge representation, symbolic reasoning, Bayesian inference, Markov and Hidden Markov models, utilities and preferences, fundamentals of machine and deep learning, and contemporary applications. Prerequisites: CMSI 385 and CMSI 386 .

CMSI 486 Introduction to Database Systems 3 Introduction to the theory and design of database systems. Database system structure, semantic data modeling, relational databases and their object-oriented extensions, object relational modeling (ORM), document-store and key-value databases, graph databases, formal query languages, integrity and security are presented, along with physical database design, indexing and hashing, query processing, and optimization. Transaction processing, concurrency, and crash recovery are introduced. Students implement a semester-long database project, which is presented to the class. Prerequisite: CMSI 284.

CMSI 488 Language Translation and Implementation 4 Introduction to the theory and design of compilers, transpilers, and interpreters for high-level computer programming languages. 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. Prerequisite: CMSI 386.

CMSI 490 Great Writings in Computer Science 1 to 3 Readings, and discussion of classic papers, essays, and monographs in a seminar setting.

CMSI 498 Special Studies 1 TO 4

CMSI 499 Independent Studies 1 TO 4

CMSI 511 Microprocessors 3 Introduction to the architecture, programming, and interfacing of 64-bit microprocessors. Addressing modes, data movement, arithmetic, logic, and program control. Memory, input-output, interrupts, direct memory access. Differences between RISC and CISC architectures. Vector computation. Prerequisite: ELEC 383 or ELEC 385.

CMSI 517 Embedded Systems 3 Introduction to the design and analysis of computational systems that interact with physical processes. Case studies and applications in selected areas such as medical devices and systems, consumer electronics, toys and games, assisted living, traffic control and safety,

automotive systems, process control, energy management and conservation, environmental control, aircraft control systems, communications systems, defense systems, manufacturing, and smart structures. Prerequisite: ELEC 383 or ELEC 385.

CMSI 532 Probability and Random Processes 3 Studies of probability, random variables, stochastic processes, correlation, power spectral density, and linear mean-square estimation with an emphasis on their application to signal processing.

CMSI 533 Data Science 3 Basic mathematical concepts of data science and their implementation in various programming languages. Methods for obtaining and massaging data. Data life cycle, optimization, cost functions, and stochastic gradient descent.

CMSI 535 Machine Learning 3 Introduction to the concepts and methods of Machine Learning (ML) and tools and technologies that can be used to implement and deploy ML solutions. Supervised learning, unsupervised learning, reinforcement learning, and learning theory. Applications including speech recognition, control systems, and bioinformatics.

CMSI 537 Natural Language Processing 3 Introduction to the field of natural language processing (NLP), covering algorithms for solving various NLP tasks, including recent deep learning methods, as well as hands-on application of these techniques to real-world problems. Topics include language modeling, text classification, sequence tagging, syntactic parsing, word embeddings, machine translation, question answering, and spoken dialogue systems. Prerequisite: CMSI 281 or equivalent or consent of instructor.

CMSI 540 Software Architecture 3 Common architectural patterns used in software-intensive systems. Examination of architecture from different viewpoints to develop understanding of the factors that matter in practice, not just in theory. Strategies for evolving software intensive eco-systems including the design of domain appropriate architectures and what it means to be an evolvable architecture, how architecture fits into the specification of software intensive systems, techniques to visualize software-intensive architectures, and common software architectural patterns and the problems they are designed to address. Service, object, and data-oriented design principles, embedded and enterprise architectural solutions, centralized and distributed architectures, and cloud computing architectures.

CMSI 543 Agile Development and Project Management 3 Design, development, and management issues of large-scale software systems which are reliable and maintainable, using methodologies applicable to evolving requirements through collaboration between self-organizing, cross-functional teams. A course project covers each step of the development process from the initial needs analysis and requirements specification through design and implementation. Tradeoffs between agile and older approaches, the 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.

CMSI 544 Engineering for Autonomy 3 Recent developments in the theory, design, development, and application of autonomous systems. Technical contributions of experts in the field of autonomous systems, current gaps in theory and technology, system architecture, design of agents, models and knowledge representation, control of robotic manipulators, machine vision, design of wheeled, air,

space, and underwater robots, navigation and localization, and political and ethical implications for autonomous systems.

CMSI 560 Introduction to Cybersecurity 3 Topics in cybersecurity for modern, highly networked organizations in both the private and public sectors from an engineering perspective, using NIST's formal framework of terms, concepts, and methods. Studies of realistic threat models and vulnerability assessments. Comprehensive coverage of technical foundations for extant technologies and tools, including anti-virus software, malware detection, intrusion detection and prevention, firewalls, denial of service attack mitigation, encryption, network monitoring, and automatic audit tools. Complications introduced by emerging trends such as mobile devices and cloud computing. Disaster recovery and business continuity plans. Best practices such as OWASP Top 10 and STIGS.

CMSI 563 Cyberdefense 3 Practices for the protection of enterprise information assets and systems by integrating technical controls with accepted policies, best practices, and guidelines of cybersecurity. External and internal threats, and risks to the core business relative to people, processes, data, facilities, and technologies. Implementation and effective management of the major technical components of security architectures (firewalls, VPNs, etc.) and selected methods of attacking enterprise architectures. Assessment and mitigation, threat and vulnerability analysis, risk remediation, operations, incident handling, business continuity planning, disaster recovery, security policy formulation and implementation, large-scale cybersecurity program coordination, management controls related to cybersecurity programs, and information sharing. Privacy, legal, compliance, and ethical issues.

CMSI 583 Computability and Complexity 3 Introduction to the study of computability and computational complexity. Models for computation such as finite automata, pushdown automata, Turing machines, Post canonical systems, partial recursive functions, and phrase structure grammars. Complexity classes such as P, NP, RP, and NC. NP- Completeness. Efficient algorithms for matrix multiplication and fast Fourier transforms. Approximation algorithms, randomized algorithms and parallel algorithms.

CMSI 585 Programming Language Semantics 3 Mechanisms for the definition of syntax and semantics of programming languages, covering binding, scope, type systems, control flow, subroutines and coroutines, asynchronous and parallel execution, modularity, and metaprogramming. Denotational, operational, and axiomatic semantics. Case studies are taken from existing popular languages and virtual machines.

CMSI 598 Special Studies 1 TO 4

CMSI 599 Independent Studies 1 TO 4

CMSI 611 Information Theory 3 Introduction to the concepts of information measures, data compression, and channel capacity. Applications of Shannon theory to evaluate the effectiveness of practical communication links. Error correction coding and its application in reliable communications. Entropy, relative entropy, asymptotic equipartition, entropy of stochastic processes, and differential entropy.

CMSI 612 Motion Capture Laboratory 3 Laboratory course in which students will learn how to set up motion capture systems using two different technologies: (1) infrared cameras and reflective markers,

and (2) wearable wireless networks. The motion capture systems will be interfaced to a computer to log and process data via digital-signal-processing and data-classification algorithms.

CMSI 619 Internet of Things 3 Overview of the IoT ecosystem and how value is created with IoT products. Key IoT concepts and technologies and a survey of important IoT companies and their products. Students will learn how to turn ideas into new products and create value for customers. Students will also learn how to work together in cross functional teams, deal with fast, ambiguous, and rapidly changing projects. In addition, students will learn to identify and resolve cybersecurity threats in IoT solutions.

CMSI 620 Database Systems 3 Fundamental concepts in the field of database technology. Database system structure, semantic data modeling, relational, document, key-value, object-oriented, and graph databases. Formal query languages, integrity, normalization, security, physical database design, indexing and hashing, query processing and optimization, transaction processing, concurrency, crash recovery, and current research in the field. Prerequisite: CMSI 486 or consent of the instructor.

CMSI 627 Knowledge-Based Systems 3 Detailed study of design and implementation of knowledge-based systems. Topics include: logic and theorem proving; deduction systems; reaction systems; forward and backward chaining; knowledge acquisition; and explanatory interfaces. Prerequisite: CMSI 486 or consent of the instructor.

CMSI 630 Artificial Intelligence 3 Introduction to the fundamental concepts behind the implementation of human-level intelligence in computer systems. 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. Prerequisites: CMSI 385 and CMSI 386 or consent of the instructor.

CMSI 632 Cognitive Systems 3 Topics at the intersection of cognitive psychology, experimental design, and machine learning, through an examination of the tools that automate how intelligent agents (both human and artificial) react to, learn from, and otherwise reason about their environments. Causal formalizations for higher cognitive processes surrounding the distinction between associational, causal, and counterfactual quantities, as well as advanced topics in causal inference including do-calculus and transportability. Automation of aspects of human and animalistic reasoning by employing modern tools from reinforcement and causal learning, including: Structural Causal Models, Counterfactual Randomization, Multi-armed Bandit Agents, Markov Decision Processes, approaches to Q-Learning, and Generative Adversarial models. Prerequisite: CMSI 630 or equivalent.

CMSI 634 Deep Learning Applications 3 Construction of deep-learning models using recursive and convolutional neural networks. Application areas such as natural language processing, speech recognition, image classification and segmentation, and computer vision. The course requires the implementation of a project applying deep learning to real-world problems.

CMSI 638 Multi-agent Systems and Distributed Artificial Intelligence 3 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 distributed domains, industrial and practical applications of distributed artificial intelligence techniques to real-world problems.

CMSI 655 Wireless Networks 3 An introduction to cellular networks and wireless local area networks. Fundamental theories of transmission, antennas, and propagation. Signal encoding, spread spectrum, received-signal impairments in wireless systems, error detection and correction. TCP/IP, satellite communications, mobile IP. Wireless standards such as IEEE 802.11.

CMSI 656 Wireless Sensor Networks 3 The programming and implementation of wireless sensor networks (WSN). Interfaces, memory allocation, component layering, sampling, single-and multi-hop networking, packet sources, reliable transmission, and transmission power control. Students will program wireless sensors that communicate with each other to form a WSN. Prerequisite: ELEC 383 or ELEC 385.

CMSI 662 Secure Software Development 3 Theoretical foundations and best practices in secure software development. Examination of the application of security techniques in all phases of the software lifecycle (from requirements analysis through deployment and maintenance) with particular emphasis on writing secure software. Threat modeling, cryptography, digital signatures, analysis and assessment, defense against common attack vectors, web security, and testing best practices. Coursework includes implementation of a networked application with associated threat models and mitigation documentation.

CMSI 664 Advanced Cybersecurity Management 3 Systems engineering approaches to cybersecurity in modern, highly networked organizations in the private and public sectors. NIST formal framework of terms, concepts, and methods. Creation of realistic threat models and vulnerability assessments for enterprises of different types. Comprehensive coverage of benefits and limitations for extant host-based or network-based technologies including anti-virus software, malware detection, intrusion detection and prevention, firewalls, denial of service attack mitigation, encryption, network monitoring, and automatic audit tools. Optimal combination of management procedures and controls with key technologies. Best practice frameworks such as OWASP Top 10 and STIGS, and resources from institutions such as CERT, NIST, and SANS.

CMSI 670 Topics in Interaction Design 3 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; accessibility; the model-view-controller (MVC) and related paradigms; and current research in the field.

CMSI 672 Computer Vision 3 Fundamentals of computer vision including image formation, camera imaging geometry, feature detection and matching, boundary detection, stereo, motion estimation and tracking, text and object recognition, image classification, and scene understanding.

CMSI 675 Game Design and Architecture 3 The design and development of games, both analog and digital, with an emphasis on modular and scalable video game programming patterns, rather than specific languages or game engines. Concepts are applied through iterative development of game projects and prototypes.

CMSI 690 Research Methods 3 Interactive seminar taken in preparation for the graduate capstone project or the graduate thesis. The primary objectives are to provide students with basic skills necessary for performing independent research under the guidance of a faculty member, and to sharpen both written and oral presentation skills. Secondary objectives include broadening the

students' technical backgrounds and awareness of contemporary issues, as well as promote life-long learning.

CMSI 694 Graduate Capstone Project 3 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. Prerequisite: 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.)

CMSI 695 Master's Thesis I 3 Research and development of a thesis project in compliance with the Frank R. Seaver College of Science and Engineering Master's Thesis Requirements. Credit/No Credit grading. Selection of, and project approval from, a thesis advisor required.

CMSI 696 Master's Thesis II 3 Continuing research and/or development of a thesis project for a second semester. Credit/No Credit grading. Prerequisite: CMSI 695.

CMSI 697 Master's Thesis III 3 Continuing research and/or development of a thesis project for a third semester. Credit/No Credit grading. Prerequisites: CMSI 695 and CMSI 696.

CMSI 698 Special Studies 1 TO 3

CMSI 699 Independent Studies 0 TO 3

CMSI 1010 Computer Programming and Laboratory 4 Foundational course on computer programming, using a popular scripting language such as JavaScript or Python and stressing software development best practices. Topics include values and types, functions, objects, iteration, recursion, command line scripts, event-driven programming, and graphics and animation. Basic data structures and selected algorithmic paradigms are introduced. Laboratory experiences emphasize software engineering practices such as version control, packaging, distribution, and unit testing. FQTR

CMSI 1600 Introduction to Computer Science 4 History of computer science and its relationship to other fields. The benefits of computational thinking and computing-enhanced creativity in daily life. Numerous examples connecting computing and computing technology to human activities, such as sporting events, elections, politics, and health care. Coursework includes small-scale programming.

CMSI 1601 Computing in the Popular Culture 4 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).

CMSI 1900 Exploring Computer Science 0 An introduction to the discipline of computing, its history, principles, ethical issues, societal impacts, and applications in and relationships to other fields. Development of soft skills including interviewing, resume writing, career building, mitigation of impostor syndrome and stereotype threat, team dynamics, and strategies for success. Required for all incoming first year computer science majors. CR/NC only.; First Year CMSI Majors.

CMSI 2021 Web Application Development 2 Practicum culminating in the development of an open-source web application utilizing modern front-end and back-end frameworks and integrating with a cloud datastore and third-party APIs. Topics include the architecture of full-stack systems, single vs. multipage front ends, client-side visuals and animation, web accessibility, HTTP, asynchronous programming, database programming, version control, continuous integration, and web security. Prerequisites: CMSI 1010

CMSI 2022 Mobile Application Development 2 Practicum culminating in the development of an open-source native mobile application. Topics include the architecture of full-stack systems, differences between web and native applications, device interaction and fingerprinting, HTTP, asynchronous programming, database programming, version control, continuous integration, and mobile security. Prerequisites: CMSI 1010

CMSI 2120 Data Structures and Applications 4 Specification and design of data types, information structures, and their associated algorithms. Collection classes and interfaces for sets, lists, stacks, queues, hierarchies, heaps, and dictionaries. Implementation techniques such as arrays, linked lists, hash tables, and efficient tree structures. Introduction to asymptotic computational complexity. Methods for sorting, indexing, and hashing. Prerequisite: CMSI 1010

CMSI 2130 Algorithms and Analysis 4 The study of algorithm paradigms, including divide-and-conquer, greedy methods, dynamic programming, and randomization, with an emphasis on combinatorial search. Modern heuristics, such as genetic programs and simulated annealing. String problems, including matching and longest common subsequence. Advanced sorting. Algorithms for cake-cutting and fair division. Generating combinatorial objects such as permutations, combinations, subsets, and partitions. Graph algorithms. Computational geometry. Recurrences and the Master Theorem. Prerequisite: CMSI 2120

CMSI 2210 Computer Systems Organization 4 Exploration of computing system operation with a focus on programming at levels with minimal translation between the code and what the computer can access and manipulate directly. Encoding, decoding, and manipulation of bit representations for integers, floating-point numbers, characters, and machine instructions. The C programming language, up to strings, pointers, and arrays. Assembly language, up to calling conventions and the stack. Programming tasks utilizing system calls and other operating system interfaces. Prerequisite: CMSI 2120 LQTR

CMSI 2310 Language, Thought and Computation 4 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.

CMSI 2464 Cryptography and Cryptanalysis 4 Survey of the basic principles and methods of both classical and modern cryptology, and the historical context in which these systems have arisen. Secret key and public key encryption and decryption. Random number generation. Hashes. Digital Signatures. Cryptanalysis. Prerequisite: MATH 101 or higher.

CMSI 2820 Discrete Mathematics for Computer Science 4 Fundamental mathematical tools used in Computer Science: sets, relations, and functions; propositional and predicate logic; proof strategies

such as direct, contradiction and induction; number theory; counting, discrete probability and graph theory with applications in computer science. Prerequisites: MATH 248 and MATH 366

CMSI 3300 Artificial Intelligence 4 Introduction to the foundational mathematics and concepts behind the implementation of autonomous reasoning, prediction, and decision-making. Logical and symbolic reasoning, probability theory and inference. Markov models, information and utility theory, sampling and approximation, machine learning, and introduction to deep learning. Prerequisites: CMSI 2130 LINL

CMSI 3422 Biological Databases 4 An examination of biological information storage and processing at both organic and digital levels. The central dogma of molecular biology; the genetic code; the structure of DNA; DNA replication, transcription, translation, and regulation; recording and archiving of gene, protein, and transcription factor information in digital form; reading and integrating biological data into end-user applications.

CMSI 3510 Operating Systems 4 The design and implementation of modern operating systems examining both user interaction and internal management of computation and resources. Scheduling, synchronization, and preemptive multitasking of threads and processes. Memory and resource management techniques such as virtual memory, page tables, segmentation, atomicity and transactions. File system storage, indexing, and allocation. Security issues at the process, memory, and resource levels. Case studies and a term project involving the extension of a popular open-source operating system kernel. Prerequisite: CMSI 2210 LINL

CMSI 3520 Database Systems 4 Theory, design, and programming of database systems. Data modeling foundations such as relational algebra and applications of canonical, logical, and physical schemas. ACID, normalization, constraints, transaction processing; concurrency, scaling up vs. scaling out. Query languages, database software interfaces and frameworks. Database security; indexing and optimization. Students work on a range of real-world database systems and datasets of different types including file-based, relational, document-centric, graph, data warehouses, and search engines. Prerequisite: CMSI 2210

CMSI 3550 Networks and Internets 4 Introduction to fundamental networking principles and their applications from local networks to the global Internet. Physical networking components, layered abstractions of the Internet architecture, several protocols enabling end-to-end data communication for varied applications and services. Client and server network programming. How key issues of security, scalability, resource allocation, and availability impact the design of computer networks. Prerequisite: CMSI 2210

CMSI 3630 Data Structures and Algorithms in Engineering 4 The rigorous application of computing paradigms and principles to the development of software systems for solving engineering problems, with hands-on programming comprising a significant portion of the course. Laboratory exercises and projects are implemented with modern languages, toolsets, and libraries for scientific computing and linear algebra. Topics include data structures including arrays, lists, and balanced trees; traditional algorithms for searching and sorting; and algorithms for computational geometry, large-scale data processing, and machine learning. Intended for Engineering majors only, computer science majors will take CMSI 2120 and CMSI 2130. Prerequisites: ENGR 160

CMSI 3700 Interaction Design 4 Introduction to interaction design and human-computer interaction with a primary focus on user-centered design techniques. Three broad categories of topics

within human-computer interaction are covered: (a) concepts in human factors, usability, and interface design, and the effects of human capabilities and limitations on interaction with computer systems; (b) design, development, and evaluation of user interfaces for computer systems and learning how to use existing frameworks to implement interaction architectures; and (c) current areas of cutting-edge research and development in human-computer interaction. Prerequisite: CMSI 2120 EHBV, LWRT

CMSI 3710 Computer Graphics 4 The study and development of algorithms for synthesizing, manipulating, and displaying visual information. Representation, modeling, and creation of visual information in digital form: pixels, images, vertices, polygon meshes, scene graphs. Manipulation and rendering of visual information both computationally and mathematically via color manipulation, composition, vectors, matrices/transformations, projection, normal vectors, lighting, clipping, and hidden surface removal. The use and development of computer graphics APIs (libraries) at different levels of abstraction, including scene/geometry/material libraries, graphics pipeline, vertex and fragment shading, and direct graphics memory manipulation. Prerequisite: CMSI 2120 ECRE

CMSI 3751 Game Design 4 The art and science of games. 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.

CMSI 3752 Game Development 4 Development, production, marketing, and distribution of electronic games. Technical details of game and physics engines. Modeling, programming, and interaction techniques. The course covers both two- and three-dimensional platforms. Prerequisite: CMSI 3751

CMSI 3801 Languages and Automata I 4 A comparative study of the rationale, concepts, design, and features of several major programming languages, including bindings, scope, control flow, type systems, subroutines and coroutines, modules, objects, asynchronous programming, concurrency, and metaprogramming. Major attention is given to the following broad categories of languages: systems, enterprise, scripting, experimental, and esoteric. Compiler architecture and its relationship to formal models of computation. Prerequisites: CMSI 2120

CMSI 3802 Languages and Automata II 4 Applications of the classical theory of computation (including formal grammars, finite automata, stack machines, Turing machines, intractability and undecidability) in the implementation of compilers, transpilers, and interpreters for high-level computer programming languages. Scanner construction, parser construction, intermediate representations, virtual machines, code generation, and optimization. Prerequisite: CMSI 3801

CMSI 3920 Human Contexts and Computer Ethics 4 Examination of human contexts within computer science and specific technical skills that help facilitate ethical practice, with an emphasis on learning how to situate and confront social-technical issues at play in personal-professional development, interpersonal relationships, community relations, and global citizenship. Topics include: privacy-first software development and data stewardship; data literacy and quantification of complex social issues; value judgments and consequences; the role and responsibility of computer scientists. Prerequisite: CMSI 1010

CMSI 3960 Computing Internship 0-1 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. CR/NC only.

CMSI 4071 Senior Project I 4 Introduction to essential software engineering principles guiding design, development, implementation, and management of modern software projects. Software life cycle models, problem description, specification, and analysis. Object-oriented and use-case analysis methods. Requirements specification, development planning and basics of project management, SEI/CMMI processes, agile software development methods and activities, testing philosophies, ethical concerns, conflicts, and resolution strategies. Technical presentation skills. Students work in self-organizing teams to ideate, design, implement, test, and present a non-trivial software application which includes concepts from spanning the entire CS curriculum. Consent of instructor required. LLENL

CMSI 4072 Senior Project II 4 Continuation of the acquisition and practice of essential software engineering skills as described for CMSI 4071. Additional topics include elements of user interface design; front-end development; database integration; networking; SOA, SaaS, and distributed systems; client/server models; more in-depth practices of Agile development, and technical presentations. Students work either individually or in self-organizing teams to ideate, design, implement, test, and present a non-trivial software application which includes concepts spanning the entire CS curriculum. Projects may be extensions of those completed in CMSI 4071. Consent of instructor required. LWRT, LORS

CMSI 4081 Senior Thesis I 4 Authorship and presentation of a paper, backed by the conception, design, and construction of a software project demonstrating mastery of the computer science curriculum. Prerequisites: Senior standing and consent of Instructor required.

CMSI 4082 Senior Thesis II 4 Authorship and presentation of a paper, backed by the conception, design, and construction of a software project demonstrating mastery of the computer science curriculum. Prerequisites: Consent of instructor and CMSI 4081.

CMSI 4096 Computer Science Seminar 1-2 Readings, and discussion of classic papers, essays, and monographs in a seminar setting. Prerequisites: CMSI 3801

CMSI 4320 Cognitive Systems Design 4 Topics at the intersection of cognitive psychology, experimental design, philosophy of science, and machine learning through an examination of the tools that automate how intelligent agents (both human and artificial) react to, learn from, and hypothesize beyond their environments. Causal formalizations for higher cognitive processes surrounding the distinction between associational, causal, and counterfactual quantities. Automation of aspects of human and animalistic reasoning by employing modern tools from reinforcement and causal learning, including: Structural Causal Models, Multi-armed Bandit Agents, online and offline solutions to Markov Decision Processes, and approaches to Q-Learning, including introductions to Deep Reinforcement Learning. Prerequisite: CMSI 3300

CMSI 5350 Machine Learning 4 Introduction to the concepts and methods of Machine Learning (ML) and tools and technologies that can be used to implement and deploy ML solutions. Supervised

learning, unsupervised learning, reinforcement learning, and learning theory. Applications including speech recognition, control systems, and bioinformatics. Prerequisites: CMSI 3300

CMSI 5370 Natural Language Processing 4 Introduction to the field of natural language processing (NLP), covering algorithms for solving various NLP tasks, including recent deep learning methods, as well as hands-on application of these techniques to real-world problems. Topics include language modeling, text classification, sequence tagging, syntactic parsing, word embeddings, machine translation, question answering, and spoken dialogue systems. Prerequisite: CMSI 3300

CMSI 5586 Blockchain Technologies 4 A detailed study of blockchain and related distributed ledger technologies with a focus on the underlying principles from networking, security and cryptography, system performance and scalability, and other areas of computer science. Critical analysis of appropriate applications of distributed-ledger-based systems, along with technical and societal trade-offs. Design and implementation of smart contracts. Prerequisites: CMSI 2120

ELECTRICAL AND COMPUTER ENGINEERING

EECE 2100 Circuits I Lab 0 Laboratory experiments on electric circuits. This is a companion laboratory course to the course EECE 2110 Circuits I. Prerequisite: MATH 131 Corequisite: EECE 2110 Engineering Majors only.

EECE 2110 Circuits I 3 Introduction to the principles of electric circuit analysis, DC, AC, transient and steady-state response of electric circuits; operational amplifiers; electric power. Prerequisite: MATH 131 Corequisite: EECE 2100 Engineering Majors only.

EECE 2210 Circuits II 4 Second-order circuits; three-phase power; magnetically coupled circuits; two-port networks; response of frequency-dependent systems; circuits application of Laplace transform; introduction to Fourier analysis. Prerequisite: EECE 2100; MATH 245 or concurrent enrollment Engineering Majors only.

EECE 2240 Introduction to Digital Systems 4 This course introduces the student to the design and analysis of digital systems. The topics covered include: number systems, Boolean algebra, combinational and sequential logic design, minimization and analysis techniques as well as basic computer architecture. Electrical Engineering Majors only.

EECE 2242 Logic and Computer Design 4 Logic and Computer Design: A study of computer architecture including the design and analysis of functional computer subsystems. Machine instructions and instruction formats, assemblers and assembly languages. Various microarchitectures are compared and contrasted. Advanced topics in pipelining, micro-coding, cache memory, virtual memory and I/O systems are introduced. Prerequisites: EECE 2210 and EECE 2240; EECE 3130 or concurrent enrollment Electrical Engineering majors only

EECE 2998 Special Studies 1 to 4 Electrical Engineering majors only.

EECE 2999 Independent Studies 1 to 4 Electrical Engineering majors only.

EECE 3100 Junior Lab I 4 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 sophomore and junior level courses. EECE 2210, EECE 2240 EECE 3130 Electrical Engineering majors only

EECE 3130 Electronics 4 This course is the first in a series of two undergraduate electronics courses. It provides the fundamentals of semiconductor devices and their applications in electronic circuits. Topics include diodes and their applications, transistors and their applications in operational amplifiers, feedback techniques and feedback stability. It provides the introduction to engineering design methods utilized in the synthesis of contemporary analog electronic circuits including extensive use of CAD tools. Prerequisite: EECE 2210 Electrical Engineering majors only

EECE 3140 Microprocessor and Microcontroller Systems 4 This course introduces the student to the basic concepts in the design and organization of microprocessor/microcontroller systems. The student will learn assembly and C programming languages for solving applications and interfacing with peripheral devices. Prerequisite: EECE 2240 Electrical Engineering majors only

EECE 3200 Junior Lab II 4 This course is a continuation of EECE Junior Lab I with emphasis on design of both analog and digital systems. It also introduces design, programming, implementation, and testing of microcontroller-based systems. Prerequisites: EECE 3100, EECE 3130, EECE 3140 Electrical Engineering majors only

EECE 3210 Signals and Linear Systems 4 Time and frequency domain analysis of continuous and discrete-time signals and systems; Laplace transform, Z-transform, and Fourier transforms; sampling theorem; applications to communications: amplitude modulation, angle modulation, PCM; state variable analysis and feedback control. Prerequisites: EECE 2210 Electrical Engineering majors only

EECE 3220 Electromagnetics 4 Review of vector analysis, fundamental laws in electromagnetics, solution of basic electrostatic and magnetostatic problems, introduction to Maxwell's equations, wave propagation, partial differential equations and boundary value problems with emphasis on wave equations, transmission line theory. Prerequisites: MATH 234, PHYS 2100 Electrical Engineering majors only.

EECE 3998 Special Studies 1 to 4

EECE 3999 Independent Studies 1 to 4

EECE 4100 Senior Lab I 4 Students will be introduced to design methodology and information literacy by means of the senior project. Student teams will be responsible for proposing a project and initiating its execution. Students will also develop professional project-oriented skills including understanding the customer, requirements definition, communication, team management, creative problem solving, interpersonal management and leadership skills. Prerequisite: EECE 3200 Electrical Engineering majors only

EECE 4110 Analog and Digital Communication Systems 4 This course is divided into four main parts. The first one is an introduction to the analysis of digital communication systems. The second part is an introduction to the theory of probability, random processes, and spectral analysis. The third part builds on this theory in order to perform the analysis of analog and digital communication systems. Finally, the fourth part is an introduction to information theory and channel coding. Prerequisites: EECE 3210 Electrical Engineering majors only

EECE 4200 Senior Lab II 4 This course is a continuation of the senior projects initiated in EECE 4100 Senior Lab I. Students will continue to apply design methodology and develop professional skills including communication, team management, creative problem solving, and interpersonal-management and leadership skills. Senior projects are used to apply these professional skills to the solution of a design problem. Periodic design reports and design reviews are presented to, and critiqued by faculty and industry customer. Prerequisite: EECE 4100 Corequisite: EECE 4280 Electrical Engineering majors only.

EECE 4280 Senior Seminar This course will cover ethics in engineering and invite speakers from industry partners to give presentations to the graduating class on various topics including but not limited to ethics and technology. Corequisite: EECE 4200 Electrical Engineering majors only.

EECE 4998 Special Studies 1 to 4

EECE 4999 Independent Studies 1 to 4 Electrical Engineering majors only.

EECE 5120 Microwave Engineering and Antennas 4 Studies of the theories of microwave engineering and antennas for applications in high-frequency systems and wireless communications. Topics include fundamental electromagnetic theories, waves and propagation, microwave circuit theory, transmission lines, waveguides, scattering parameters, ABCE parameters, network analysis, impedance transformation and matching, radiation, antenna characteristics such as radiation pattern, directivity, gain, input impedance, polarization, effective area, bandwidth, and antenna temperature, Friis transmission equation and radar range equation, typical antennas such as line, loop, microstrip, horn, and reflector antennas, antenna arrays and mutual coupling. Use of EDA software for analysis and design of high-frequency devices will be included. Prerequisite: EECE 3220

EECE 5140 Computer Architecture with VHDL 4 Students will first be introduced to the organization, functionality, and operation of hardware and instruction sets of modern microprocessor systems. Students will then design computing systems that meet desired functionalities. Finally, students will be introduced to VHDL to implement the designed computer architectures. Topics include memory systems, pipelining, instruction-level parallelism, and multicore processors. Prerequisite: EECE 3140

EECE 5141 Embedded Systems 4 Introduction to the design and analysis of computational systems that interact with physical processes. Case studies and applications in selected areas such as medical devices and systems, consumer electronics, toys and games, assisted living, traffic control and safety, automotive systems, process control, energy management and conservation, environmental control, aircraft control systems, communication systems, defense systems, manufacturing, and smart structures. Prerequisites: EECE 3140

EECE 5150 Data Science for Machine Learning 4 Fundamental mathematical concepts of data science and their implementation in various programming languages. Methods for obtaining and massaging data. Data life cycle, optimization, cost functions, and stochastic gradient descent. Prerequisite: MATH 245 or graduating standing

EECE 5160 Optical Engineering 4 The objective of this course is to study the fundamentals of photonics. The concepts that are covered in the course include basics of optical science, ray optics, wave optics, beam optics, Fourier optics, electromagnetic optics, polarization of light, guided wave

optics, fiber optics, and electro-optics. The applications studied in the course include design of free space optical imaging systems, design of optical waveguides, optical computing, optical sensing, etc. Students also have two workshops on two software packages used in industry to design optical systems. Prerequisite: EECE 3130, EECE 3210

EECE 5210 Random Processes 4 Studies of the fundamental theories of probability, random variables, and stochastic processes at a level appropriate to support graduate coursework/research and practice in the industry in electrical and computer engineering. Selected topics include basic probability concepts, total probability and Bayes theorems, independence, probability functions, expectation, moments of random variables, multiple random variables, functions of random variables, central limit theorems, basic stochastic process concepts, wide-sense stationary processes, autocorrelation function, power spectral density, and important processes such as Gaussian, Markov, and Poisson. Applications of the theories to engineering and science problems will be emphasized. Both analytical study and simulation work will be carried out. Prerequisites: EECE 4110 or graduate standing

EECE 5211 Digital Signal Processing 4 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: EECE 3210

EECE 5240 Digital System Design with VHDL 4 Computer aided design of digital VLSI (Very Large Scale Integrated) systems using Very High Speed Integrated Circuits (VHSIC) Hardware Description Language (VHDL). Prerequisite: EECE 3140

EECE 5241 Introduction to Digital VLSI Design 4 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 and tested by the students for functionality. Prerequisite: EECE 3140

EECE 5270 Wireless Networks 4 This course is an introduction to wireless networks. It is divided into three main parts: wireless communications, computer networking, and wireless networking. The focus is on wireless networking mainly, which covers cellular networks and wireless local area networks. Students will understand the fundamental theories of transmission, antennas, and propagation, be able to identify the sources of received-signal impairments in wireless communication systems, be able to design basic bit and packet error detection and correction techniques, understand the protocol stack in packet-switched networks, and be able to identify the appropriate protocol standards and corresponding wireless-network technologies according to given application scenarios.

EECE 5998 Special Studies 1 to 4 Electrical Engineering majors only.

EECE 5999 Independent Studies 1 to 4 Electrical Engineering majors only.

EECE 6110 Digital Image Processing 4 This course covers the basic and advanced topics related to the techniques and applications of digital image processing (DIP). Topics include DIP fundamentals; edge detection; object shape recognition and classification. Upon completion of this course, the student will learn fundamental theories of digital image processing, practical algorithms of digital image

enhancement, recognition and retrieval, and programming skills needed for implementation of DIP algorithms.

EECE 6111 Information Theory and Coding 4 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: EECE 5210 and graduate standing

EECE 6112 Optimization Techniques in Signal Processing 4 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, Python, C/C++, or other high level language compiler for assignments is required. Prerequisite: Graduate standing.

EECE 6140 Digital VLSI Design 4 Topics in computer-aided design of digital VLSI systems. Topics include: custom and semi-custom design, design methodologies of advanced CMOS circuits, and simulation of designed circuits. Circuits designed will be fabricated for testing by student. Prerequisite: EECE 5241 and graduate standing

EECE 6150 Machine Learning 4 Machine Learning (ML) amounts to the ability to recognize and react to new patterns of data more or less automatically. In this course, students are introduced to the concepts and methods of ML and tools and technologies that can be used to implement and deploy ML solutions. We will cover methods for supervised ML, whereby human beings are able to guide learning algorithms to improve their effectiveness through feedback and guidance, and unsupervised ML, which is essentially the ability to process data patterns without any examples of what one is looking for. Students will learn to work with the language R, which is rapidly becoming the lingua-franca for data science and ML. We will work through many ML problems in real-world situations, and see how R can be used to implement a solution. We cover many areas of ML application such as spam filtering, pharma, healthcare, and stock market.

EECE 6170 Internet of Things 4 This course provides an overview of the IoT ecosystem and how value is created with IoT products. It is an introduction to key IoT concepts and technologies and a survey of important IoT companies and their products. Students will learn how to turn ideas into new products that create value for customers. Students will also learn how to work together in cross functional teams, deal with fast, ambiguous, and rapidly changing projects. In addition, students will learn to identify and resolve cybersecurity threats in IoT solutions.

EECE 6210 Motion Capture Laboratory 4 Students will learn how to set up motion capture systems using two different technologies: (1) infra-red cameras and reflective markers, (2) wearable wireless networks. The motion capture systems will be interfaced to a computer to log all motion-capture data and process it using digital-signal-processing and data-classification algorithms.

EECE 6211 Satellite Communication Systems 4 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.

EECE 6220 Wireless Communication and Propagation 4 Studies of the fundamentals of radio-frequency wireless communications and the associated wave propagation. Topics include concepts of cellular ratio, radio-wave propagation principles, stochastic wireless channels, small- and large-scale fading, propagation models, wideband channel characterizations, fading-combat techniques, orthogonal frequency division multiplexing (OFDM), spatial diversity and multiplexing, and multiple-input-multiple-output (MIMO) technique. Students will perform theoretical analysis based on learned theories, and also carry out simulations by programming in MATLAB, C, or FORTRAN.

EECE 6221 Radar Engineering 4 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.

EECE 6230 Analog VLSI Design 4 Topics in computer-aided design of analog VLSI systems. Topics include: custom and semi-custom design, design methodologies, and simulation of designed circuits. Circuits designed will be fabricated for testing by student. Prerequisite: EECE 5241 and graduate standing

EECE 6240 Parallel Computing 4 Parallel computing is the process of solving computing problems using several processing units simultaneously, which requires breaking a problem into several subproblems that can be solved simultaneously. Students are first introduced to the hardware architecture of many-core and memory systems. Then, students learn how to decompose problems into subparts that can be solved in parallel using Graphical Processing Units and various programming models. The course consists of lectures and laboratory assignments that consider applications in areas such as augmented and virtual reality.

EECE 6250 Deep Learning Applications 4 This course will cover deep-learning models, including recursive and convolutional neural networks. The course also covers different areas of applications of deep learning such as natural language processing, speech recognition, and computer vision. A significant component of the course will be a project in which student groups implement a solution using deep learning to real-world problems.

EECE 6260 Applications of Optical Engineering 4 The objective of this course is to study applications of photonics in different fields of engineering, medicine and fundamental sciences. The concepts that are covered in the course include optical telecommunication systems, optical amplifiers, photo detection, fundamentals of Lasers and Laser manufacturing, fundamentals of nonlinear optics, and optical signal measurement. The applications studied in the course include ultrafast imaging, ultrafast spectroscopy, Laser Doppler vibrometry, optical coherence tomography, wideband data conversion, optical communications, optical computing, optical sensing, etc.

EECE 6270 Wireless Sensor Networks 4 This course is an introduction to the programming and implementation of wireless sensor networks (WSN). This course follows a hands-on approach. For every meeting time, students will receive a short lecture on programming concepts, which will be followed by laboratory assignments. In the lab assignments, students will apply the concepts introduced in the lecture to program wireless sensors with the objective of having them collaborate with each other to form a WSN.

EECE 6901 Graduate Capstone Project I 2 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 electrical and computer engineers. Prerequisite: Graduate standing and approval of academic advisor

EECE 6902 Graduate Capstone Project II 2 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 electrical and computer engineers. Prerequisite: Graduate standing and approval of academic advisor

EECE 6911 Certificate Capstone Project 2 Project-based seminar in which students will be required to select, research, write about, and discuss some aspect of the certificate area of emphasis. Prerequisite: Approval of academic advisor

EECE 6994 Thesis I 2 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. Prerequisite: Graduate standing and approval of academic advisor

EECE 6995 Thesis II 2 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. Prerequisite: Graduate standing and approval of academic advisor

EECE 6996 Thesis III 2 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. Prerequisite: Graduate standing and approval of academic advisor

EECE 6997 Thesis IV 2 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. Prerequisite: Graduate standing and approval of academic advisor

EECE 6998 Special Studies 1 to 4 Electrical Engineering majors only.

EECE 6999 Independent Studies 1 to 4 Electrical Engineering majors only.

ELECTRICAL ENGINEERING

ELEC 210 Electric Circuit Analysis 3 Introduction to the principles of electric circuit analysis, DC, AC, transient and steady-state response of electric circuits; operational amplifiers; electric power. Lecture, 3 hours; Laboratory, 2 hours. Corequisite: ELEC 213. Prerequisite: MATH 131.

ELEC 213 Electric Circuit Analysis Lab 0 Laboratory experiments on electric circuits. This is a companion laboratory course to the electric circuit analysis course. Corequisite: ELEC 210. Prerequisite: MATH 131. Engineering majors only. Credit/No Credit grading.

ELEC 220 Electric Circuit Applications 3 Second-order transient, three phase power, magnetic circuits, network functions, frequency response, analog filter, Laplace transform applications, two-port networks. Lecture, 3 hours. Prerequisites: ELEC 210; MATH 245 or concurrent enrollment.

ELEC 281 Logic Design 3 Introduction to computer systems, number systems, and codes. Boolean algebra, combinational and sequential logic design, minimization and analysis techniques. Concepts of modular and programmable logic devices. Lecture, 3 hours.

ELEC 298 Special Studies 0 TO 3

ELEC 299 Independent Studies 0 TO 3

ELEC 301 Junior Lab I 3 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, ELEC 281, and concurrent enrollment in ELEC 353 or permission of the instructor.

ELEC 302 Junior Lab II 3 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 ELEC 383; concurrent enrollment in ELEC 354.

ELEC 353 Electronics I 3 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 Introduction to engineering design methods utilized in the synthesis of contemporary analog electronic circuits including extensive use of CAD tools. Topics include amplifier frequency response, multitransistor circuits, large signal limitations, feedback techniques, stability and oscillation. Lecture, 3 hours. Prerequisite: ELEC 353.

ELEC 361 Electromagnetics 3 Introduction to Maxwell's equations, solution of static and time-varying field problems, wave propagation, and transmission line theory. Lecture, 3 hours. Prerequisites: MATH 355 and PHYS 201.

ELEC 371 Linear Systems 3 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 systems described by differential and difference equations. Lecture, 3 hours. Prerequisite: ELEC 220.

ELEC 383 Introduction to Microprocessors 3 Basic concepts in design and organization of microprocessors and microcomputers. Assembly language programming design for incorporating peripheral devices in solving application designs. Lecture, 3 hours. Prerequisite: ELEC 281.

ELEC 385 Computer System Design 3 A study of computer architecture including the design and analysis of functional computer subsystems. Several microarchitectures are compared and contrasted. Advanced topics in pipelining, micro-coding, cache memory, virtual memory and I/O

systems are introduced. Lecture, 3 hours. Prerequisites: CMSI 284 and ELEC 281. Not open to ELEC majors.

ELEC 398 Special Studies 1 TO 4

ELEC 399 Independent Studies 1 TO 4

ELEC 400 Design Methodology 2 A study of design methodology and development of professional project-oriented skills including understanding the customer, requirements definition, communication, team management, creative problem solving, interpersonal management and leadership skills. Team project activities are also used to apply project-oriented skills to the solution of design problems. Periodic design reports and design reviews are presented to, and critiqued by, faculty and industry customers. Lecture, 3 hours. Corequisite: ELEC 401.

ELEC 401 Senior Lab I 3 Course provides a laboratory experience to complement other senior level theory courses; emphasis is on design, technical report writing, and oral presentation. Laboratory, 3 hours; Lecture, 1 hour. Prerequisites: ELEC 302, ELEC 354, and ELEC 383. Corequisite: ELEC 400.

ELEC 402 Senior Project 3 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 ELEC 401.

ELEC 423 Communications I 3 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. Lecture, 3 hours. Prerequisite: ELEC 371.

ELEC 424 Communications II 3 Fundamentals of probability, random variables, and random processes. Performance analysis of typical communication systems. Introduction to information theory and coding theory. Lecture, 3 hours. Prerequisite: ELEC 423.

ELEC 453 Digital Integrated Electronics 3 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 ELEC 354.

ELEC 462 Microwave and Optical Communications 3 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 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 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 TO 4

ELEC 499 Independent Studies 1 TO 4

ELEC 521 Introduction to Communication Systems 3 The concepts of signal formulation, modulation, transmission and reception, and demodulation of signals in noisy environments, with a system-level emphasis. Lecture, 3 hours. Prerequisites: ELEC 423 and ELEC 532, or equivalents.

ELEC 522 Image Processing 3 This course covers the basic and advanced topics related to the techniques and applications of digital image processing (DIP). Topics include DIP fundamentals; edge detection; object shape recognition and classification. Upon completion of this course, the students will learn fundamental theories of digital image processing, practical algorithms of digital image enhancement, recognition and retrieval, and programming skills needed for implementation of DIP algorithms. Senior or graduate standing required. Lecture, 3 hours.

ELEC 525 Digital Signal Processing 3 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. Lecture, 3 hours. Prerequisite: ELEC 371.

ELEC 532 Probability and Random Processes 3 Studies of theories of probability, random variables, and stochastic processes, with applications in Electrical Engineering. Lecture, 3 hours. Senior or graduate standing required.

ELEC 533 Data Science for Machine Learning 3 Fundamental mathematical concepts of data science and their implementation in various programming languages. Methods for obtaining and massaging data. Data life cycle, optimization, cost functions, and stochastic gradient descent. Lecture, 3 hours.

ELEC 535 Machine Learning 3 Introduction to the concepts and methods of Machine Learning (ML) and tools and technologies that can be used to implement and deploy ML solutions. Supervised learning, unsupervised learning, reinforcement learning, and learning theory. Applications including speech recognition, control systems, and bioinformatics. Lecture, 3 hours.

ELEC 553 Optical Engineering 3 The objective of this course is to study the fundamentals of photonics. The concepts that are covered in the course include basics of optical science, ray optics, wave optics, beam optics, Fourier optics, electromagnetic optics, polarization of light, guided wave optics, fiber optics, and electro-optics. The applications studied in the course include design of free space optical imaging systems, design of optical waveguides, optical computing, optical sensing, etc. Students also have two workshops on two software packages used in industry to design optical systems. Lecture, 3 hours.

ELEC 562 Digital System Design with VHDL 3 Computer aided design of digital VLSI (Very Large Scale Integrated) systems using Very High Speed Integrated Circuits (VHSIC) Hardware Description Language (VHDL). Lecture, 3 hours. Prerequisites: ELEC 281 and ELEC 383, or equivalents.

ELEC 563 ASIC Design 3 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. Lecture, 3 hours. Prerequisites: ELEC 383 and ELEC 562, or permission of instructor.

ELEC 567 Introduction to Digital VLSI Design 3 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 and tested by the students for functionality. Lecture, 3 hours. Prerequisite: ELEC 383 or permission of instructor.

ELEC 571 Embedded Systems 3 Introduction to the design and analysis of computational systems that interact with physical processes. Case studies and applications in selected areas such as medical devices and systems, consumer electronics, toys and games, assisted living, traffic control and safety, automotive systems, process control, energy management and conservation, environmental control, aircraft control systems, communication systems, defense systems, manufacturing, and smart structures. Lecture, 3 hours.

ELEC 572 Computer Networks and Socket Programming 3 This course is an introduction to the architecture of computer networks and the internet. The course consists of both lectures and laboratory assignments. The lectures cover concepts of each of the layers of the TCP/IP architecture for computer networks. The lab assignments follow a hands-on approach on the analysis, programming, and debugging of communication protocols at each of the layers. For every meeting time, students will receive a lecture, which will be followed by a lab session. In the lab sessions, students will apply the concepts introduced in the lecture. Lecture, 3 hours.

ELEC 584 Introduction to Microprocessors II 3 Introduction to the architecture, programming, and interfacing of 64-bit microprocessors. Addressing modes, data movement, arithmetic, logic, and program control. Memory, input-output, interrupts, direct memory access. Differences between RISC and CISC architectures. Vector computation. Lecture, 3 hours. Prerequisite: ELEC 383 or equivalent.

ELEC 585 Computer Organization and Architecture 3 System structure of minicomputers and main frame computers. Structured memory based systems; parallel and multiunit processors; introduction to input/output processing. Lecture, 3 hours. Prerequisite: ELEC 385 or equivalent.

ELEC 598 Special Studies 1 TO 4

ELEC 599 Independent Studies 1 TO 4

ELEC 602 Motion Capture Laboratory 3 Students will learn how to set up motion capture systems using two different technologies: (1) infra-red cameras and reflective markers, (2) wearable wireless networks. The motion capture systems will be interfaced to a computer to log all motion-capture data and process it using digital-signal-processing and data-classification algorithms. Lecture 1 hour; Laboratory, 2 hours.

ELEC 621 Information Theory and Coding 3 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. Lecture, 3 hours. Prerequisite: ELEC 532.

ELEC 624 Digital Communication Theory 3 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, inter-symbol interference, and efficient signaling with coding. Lecture, 3 hours. Prerequisites: ELEC 521 and ELEC 532.

ELEC 626 Satellite Communication Systems 3 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. Lecture, 3 hours. Prerequisites: ELEC 521 and ELEC 532.

ELEC 628 Spread Spectrum Systems 3 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. Lecture, 3 hours. Prerequisites: ELEC 521, ELEC 532, and ELEC 624 are recommended.

ELEC 631 Numerical Methods in Engineering 3 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. Lecture, 3 hours.

ELEC 632 Optimization Techniques in Signal Processing 3 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, Python, C/C++, or other high-level language compiler for assignments is required. Lecture, 3 hours. Prerequisite: ELEC 532.

ELEC 634 Deep Learning Applications 3 This course will cover deep-learning models, including recursive and convolutional neural networks. The course also covers different areas of applications of deep learning such as natural language processing, speech recognition, and computer vision. A significant component of the course will be a project in which student groups implement a solution using deep learning to real-world problems. Lecture, 3 hours.

ELEC 637 Optical Communication Systems 3 This course presents the analytical basis for fiber optic and laser communication systems. Lecture, 2 hours; Laboratory, 1 hour.

ELEC 651 Communication Electronics 3 Theory and design aspects of analog electronic circuits as applied to the generation, amplification, detection, transmission, and modulation of electrical signals will be discussed. Lecture, 3 hours.

ELEC 662 Analog VLSI Design 3 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. Lecture, 3 hours. Prerequisites: ELEC 354 and ELEC 383.

ELEC 663 Digital VLSI Design 3 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. Lecture, 3 hours. Prerequisites: ELEC 354 and ELEC 383.

ELEC 670 Radar Engineering 3 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. Lecture, 3 hours.

ELEC 673 Wireless Networks 3 This course is an introduction to wireless networks. It is divided into three main parts: wireless communications, computer networking, and wireless networking. The focus is on wireless networking mainly, which covers cellular networks and wireless local area networks. Students will understand the fundamental theories of transmission, antennas, and propagation, be able to identify the sources of received-signal impairments in wireless communication systems, be able to design basic bit and packet error detection and correction techniques, understand the protocol stack in packet-switched networks, and be able to identify the appropriate protocol standards and corresponding wireless-network technologies according to given application scenarios. Lecture, 3 hours.

ELEC 680 Wireless Sensor Networks 3 This course is an introduction to the programming and implementation of wireless sensor networks (WSN). This course follows a hands-on approach. For every meeting time, students will receive a short lecture on programming concepts, which will be followed by laboratory assignments. In the lab assignments, students will apply the concepts introduced in the lecture to program wireless sensors with the objective of having them collaborate with each other to form a WSN. Lecture, 1 hour; Laboratory, 2 hours.

ELEC 681 Internet of Things 3 This course provides an overview of the IoT ecosystem and how value is created with IoT products. It is an introduction to key IoT concepts and technologies and a survey of important IoT companies and their products. Students will learn how to turn ideas into new products that create value for customers. Students will also learn how to work together in cross functional teams, deal with fast, ambiguous, and rapidly changing projects. In addition, students will learn to identify and resolve cybersecurity threats in IoT solutions. Lecture, 3 hours.

ELEC 682 Arithmetic Processors 3 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. Lecture, 3 hours. Prerequisite: ELEC 585 or equivalent.

ELEC 685 Diagnostic Design and Fault-Tolerant Computers 3 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. Lecture, 3 hours. Prerequisites: ELEC 584 and ELEC 585.

ELEC 686 Microprocessor Applications 3 Applications of microprocessors and microprocessor control in the design of digital and hybrid systems, including digital computer systems. Lecture, 3 hours. Prerequisite: ELEC 584 or equivalent.

ELEC 687 Computer Networks 3 Concepts in and design of large-scale distributed networks and local area networks, including topologies, standards, and protocols. Lecture, 3 hours.

ELEC 688 Advanced Computer Architecture 3 Design and implementation of reduced instruction set computer architectures. Topics include pipelining, parameter passing, register windows compiling techniques, and comparison with CISC architectures. Lecture, 3 hours. Prerequisite: ELEC 585.

ELEC 689 Advanced Topics in Computer Design 3 Selected topics from microprogramming, performance measurement, and chip-slice architectures. Lecture, 3 hours.

ELEC 694 Graduate Capstone Project 3 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). Prerequisite: 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 695 Master's Thesis I 3 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: Approval of the faculty advisor.

ELEC 696 Master's Thesis II 3 Students could choose to continue with further research and/or development of their Thesis project for a second semester. Credit/No Credit grading.

Prerequisite: ELEC 695.

ELEC 697 Master's Thesis III 3 Students could choose to continue with further research and/or development of their Thesis project for a third semester. Credit/No Credit grading. Prerequisites: ELEC 695 and ELEC 696.

ELEC 698 Special Studies 1 TO 3

ELEC 699 Independent Studies 1 TO 3

ELEC 2100 Electric Circuit Analysis Lab 0 Laboratory experiments on electric circuits. This is a companion laboratory course to the electric circuit analysis course. Corequisite: ELEC

2110 Prerequisite: MATH 131 Engineering majors only Credit/No Credit grading

ELEC 2110 Electric Circuit Analysis 3 Introduction to the principles of electric circuit analysis, DC, AC, transient and steady-state respond of electric circuits; electric power. Lecture, 3 hours; Laboratory, 2 hours Corequisite: ELEC 2100 Prerequisite: MATH 131

ENGR 100 Introduction to Engineering Analysis, Problem Solving, and Design 3 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 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 TO 3

ENGR 199 Independent Studies 1 TO 3

ENGR 200 Statics 3 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 234 or concurrent enrollment, PHYS 1100.

ENGR 278 The Science of the Automobile 3 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 process 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 TO 3

ENGR 299 Independent Studies 1 TO 3

ENGR 300 Fundamentals of Engineering (FE) Exam 0 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 TO 3

ENGR 399 Independent Studies 1 TO 3

ENGR 400 Senior Seminar 0 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 TO 3

ENGR 499 Independent Studies 1 TO 3

ENVIRONMENTAL SCIENCE

ENVS 101 Introduction to Environmental Science 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

ENVS 190 Environmental Science Seminar 0 This course focuses on introducing first-year and transfer environmental science majors to useful resources and opportunities including course registration best-practices, research and internship opportunities, and career planning. Academic and professional environmental science speakers will present on a variety of emerging environmental science research and professional opportunities. ENVS majors only.

ENVS 198 Special Studies 0

ENVS 199 Independent Studies 0 TO 3

ENVS 210 Surveying and Mapping 3 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). Lecture: 2 hours; Laboratory, 4 hours. Prerequisite: MATH 123. University Core fulfilled: Flag: Information Literacy.

ENVS 250 Earth Science 3 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 CHEM 112. University Core fulfilled: Flag: Information Literacy.

ENVS 263 Surfing and the Ocean Realm 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

ENVS 275 The Automobile and the Environment 3 The course is designed for non-science majors. Students will be exposed to a broad range of impacts on the, atmosphere, the land, and the water resources of the earth. Both environmental and economic impacts will be studied, along with the influence of globalization. Automotive manufacturing processes and materials, including the mining and manufacturing of iron and steel will be integrated into the overall impact of the automobile on the environment. Automotive metallurgy, plastics, polymers and glass will also be reviewed. Recycling and its reduction on negative impacts will be reviewed within the study of the manufacturing processes. An important emphasis of the course will be the study of fossil fuels and their impact on the environment, global crude oil reserves, coal, natural gas, and alternative fuels such as geothermal, wind and solar will be researched, alternative fueled vehicles, compressed natural gas (CNG) and liquefied natural gas, (LNG) along with hydrogen fuels will be included in our study of the effort to reduce greenhouse gases and global warming (climate change).

ENVS 276 Atmospheric Science 3 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 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

ENVS 310 Oceanography 3 The basic concepts of physical and biological oceanography will be presented. Lecture, 3 hours. Prerequisites: BIOL 101, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 111, CHEM 112, CHEM 113.

ENVS 318 Principles of Ecology 3 (See BIOL 318.)

ENVS 356 Sustainable Practices 3 (See CHEM 356.)

ENVS 357 Environmental Chemistry: Atmosphere and Climate 3 A study of chemical processes in the environment. Topics include stratospheric ozone depletion, the greenhouse effect, climate change, air pollution, and non-renewable sources of energy. Prerequisites: CHEM 110 and CHEM 112.

ENVS 358 Environmental Chemistry: Water, Soil, and Sediment 3 A study of chemical processes in the environment. Topics include renewable sources of energy, water chemistry, water purification, sewage treatment, pesticides, solid waste, soils and sediments. Prerequisites: CHEM 110 and CHEM 112.

ENVS 359 Environmental Chemistry Lab 1 Analysis to determine pollutants found in air, water, soil systems; emphasis on the use of instrumental methods and techniques. Prerequisites: CHEM 110, CHEM 111, CHEM 112, and CHEM 113, and CHEM 357 or CHEM 358 or ENVS 357 or ENVS 358.

ENVS 361 General Microbiology 3 (See BIOL 361.)

ENVS 362 General Microbiology Laboratory 1 (See BIOL 362.)

ENVS 398 Special Studies 1 TO 3

ENVS 399 Independent Studies 1 TO 4

ENVS 401 Senior Seminar/Project 3 Research work on a project within the field of environmental science including presentation of a seminar over work. Consent of instructor required.

ENVS 490 Environmental Science Teaching 0 TO 2 Guided teaching of undergraduate laboratories. May be repeated for credit. Consent of instructor required.

ENVS 491 Environmental Science Capstone I 2 Work on a research project within the field of Environmental Science. Focus will be on conducting a literature review, developing an experimental procedure, and collection of data for the project. Majors only or consent of Director required.

ENVS 492 Environmental Science Capstone II 2 Work on a research project within the field of environmental science. Focus will be on determining results and discussion of results, preparation for presentation, and write up of paper for submission for the project. Majors only or consent of Director required. Prerequisite: ENVS 491. University Core fulfilled: Oral Skills.

ENVS 493 Environmental Science Internship 1 TO 3 Work experience in the field of environmental science in a research, industry, or municipal setting. University Core fulfilled: Flag: Engaged Learning.

ENVS 498 Special Studies 1 TO 4

ENVS 499 Independent Studies 1 TO 4

ENVS 505 Aquatic Chemistry 3 Review of stoichiometry, oxidation-reduction reactions, thermodynamics, and chemical kinetics. Equilibrium chemistry concepts including acid-base, gas, and solid-liquid equilibria applied to aquatic systems with an emphasis on problem-solving methods to determine chemical speciation and pH effects in natural and treated aquatic systems. Prerequisite: CHEM 110 or CHEM 114.

ENVS 506 Applied Environmental Microbiology 3 Emphasis on the practical physical and biochemical aspects of bacterial metabolism and behavior in the environment as applied to environmental engineering and environmental science; kinetics and energetics of microbial growth as applied to wastewater treatment, biosolids stabilization, and biogas generation. Prerequisite: CIVL 320 or ENVS 358.

ENVS 507 Environmental Engineering and Science Lab 3 Students will learn the theory, application, and techniques of several key environmental laboratory tests and methods of instrumental analysis associated with environmental monitoring and wastewater treatment operations. Tests will be performed on samples collected from various field sites (e.g., Ballona Creek, Dockweiler Beach), local wastewater treatment facilities, or during a field trip to Ballona Wetlands. Students will develop strong technical and scientific writing skills throughout the course. Prerequisite: CIVL 320 or ENVS 358.

ENVS 508 Contaminant Fate, Transport, and Remediation 3 Introduction to physical, chemical, and biological processes governing the movement and fate of contaminants in the surface and coastal water environment. Practical quantitative problems solved based on contaminant mass transport, equilibrium partitioning, and chemical transformations in the environment. Regulatory implications and remediation approaches. Prerequisite: CIVL 320 or ENVS 358.

ENVS 513 Solid Waste Engineering 3 An application of current technology in the control, disposal, and recovery of value from solid wastes. Lecture, 3 hours.

ENVS 525 Inland Waters 3 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 505 or ENVS 605 and ENVS 506 or ENVS 606.

ENVS 551 Remote Sensing with Civil Engineering and Environmental Science Applications 3 The course introduces the fundamental concepts of remote sensing from space, remote sensing data, and image

data processing. Topics include characteristics of electromagnetic spectrum and remote sensing devices, digital processing methods for interpreting, manipulating and analyzing remotely-sensed image data, and applications of satellite remote sensing to civil engineering and environmental fields. Prerequisite: MATH 112 or MATH 122 or MATH 131.

ENVS 552 Spatial Data Analysis and Geographical Information Systems 3 Concepts, principles, and use of geographic information systems (GIS) to investigate spatial patterns associated with physical and social processes. Specific topics include dataset management, site suitability analysis, modeling, remote sensing, cartography and visualization, with a focus on civil and environmental engineering and environmental science applications. Junior or senior standing required.

ENVS 580 Engineering Geology 3 Evaluation of the significance of geologic origin, composition, and structure on the characteristics of soils and rocks. Influence geology and plate boundary impacts have on design and construction of engineering projects.

ENVS 581 Ecosystem Services in Urban Landscapes 3 This course focuses on the concept of ecosystem services and how they are integrated into urban watersheds to make cities more sustainable and resilient to a changing climate. Key topics include the structure and dynamics of watersheds, the impacts of poor resource management and pollution to environmental quality within urban watersheds, and reestablishing ecosystem services through green infrastructure and similar strategies, and habitat restoration activities. Material is learned through class discussions, presentations by guest researchers and resource managers, several mandatory weekend field trips, and class projects.

ENVS 582 Urban Coasts: Habitats, Stressors, and Resilience 3 Urban coastal regions provide a wealth of ecosystem services associated with their shallow marine, shoreline, estuarine, and wetland habitats, but are under constant stresses from human activities and a changing climate. Through this course, students will learn about: 1) the nature of coastal habitats; 2) the natural and anthropogenic interactions between oceanic, coastal, and watershed processes impacting these habitats; and 3) policies and strategies, both behavioral and structural, to mitigate stressors resulting in more resilient coastal cities.

ENVS 583 Environmental Toxicology and Health Risk 3 An introduction to the principles of risk assessment, perception of risk and risk communication as it relates to chemicals, pathogens, and radiation in the environment and their effect on humans and animals considering dermal, ingestion, and inhalation pathways; chronic daily intake, potency factors, dose response, bioconcentration, and bioaccumulation are discussed along with regulatory fundamentals.

ENVS 584 Climate Change and Impacts 3 Overview of Earth's climate system and exploration of the science, impacts, and politics of global climate change. Specific topics include the greenhouse effect; climate drivers; atmospheric and oceanic circulations; observations and projections; climate modeling; politics; vulnerability; resiliency, adaption, and mitigation; impacts on water resources, extreme climate events, and agriculture.

ENVS 586 Climate Change Mitigation 3 Opportunities and challenges of climate change mitigation in different sectors such as energy, agriculture, health, transport, housing, urban planning, etc. Co-benefits to the environment and health of climate change mitigation policies at the local, urban,

national, and global levels. Linkages with the Paris Climate Change Treaty and the National Determined Contributions.

ENVS 587 Climate Change Adaptation and Resilience 3 Current and future climate impacts on planetary and human health, ecosystems, food systems, socioeconomic determinants, human security, etc. Vulnerability issues. Opportunities of climate adaptation and resilience. Disaster Risk Reduction and Risk Management. Climate adaptation strategies, policies, and planning at the community, city, national, and global levels. The Paris Climate Change Treaty and adaptation in the National Determined Contributions.

ENVS 588 Environmental Health 3 Introduction to the field of environmental health sciences. Examination of series of topics relevant to science of environmental health (e.g., population, agriculture/food, microbiology, energy, climate change, water, waste, air) by introducing scientific basis from ecological perspective and describing how topics relate to health. Risk assessment, risk management, and risk communication. Application of scientific information to real world problems and ability to communicate effectively with different stakeholders. Emerging issues and solutions.

ENVS 589 Sustainability, Health, and Equity 3 Sustainability Development goals and practices to protect the planet, human health, welfare, equality, biodiversity, oceans, peace, etc. as part of the new sustainable development 2030 agenda with a focus on health and equity targets. Sustainable production and consumption, sustainable cities, climate action, education, etc. Inter-sectoral, innovative, socio-economic, and environmentally sustainable and equitable solutions. Design an implementation strategy for a specific community on a specific item that is part of one of the 17 Sustainable Development Goals. Emerging circular economy.

ENVS 593 Environmental Science Internship Workshop 1 TO 4 Advanced work experience in the field of environmental science in a research, industry, or municipal setting.

ENVS 598 Special Studies 1 TO 4

ENVS 599 Independent Studies 1 TO 4

ENVS 601 Sustainable Water Quality and Resources 3 Review of stoichiometry, oxidation-reduction reactions, thermodynamics, and chemical kinetics. Equilibrium chemistry concepts including acid-base, gas, and solid-liquid equilibria applied to aquatic systems with an emphasis on problem-solving methods to determine chemical speciation and pH effects in natural and treated aquatic systems.

ENVS 605 Aquatic Chemistry 3 Review of stoichiometry, oxidation-reduction reactions, thermodynamics, and chemical kinetics. Equilibrium chemistry concepts including acid-base, gas, and solid-liquid equilibria applied to aquatic systems with an emphasis on problem-solving methods to determine chemical speciation and pH effects in natural and treated aquatic systems.

ENVS 606 Applied Environmental Microbiology 3 Emphasis on the practical physical and biochemical aspects of bacterial metabolism and behavior in the environment as applied to environmental engineering and environmental science; kinetics and energetics of microbial growth as applied to wastewater treatment, biosolids stabilization, and biogas generation. Prerequisite: CIVL 601 or ENVS 605.

ENVS 607 Environmental Engineering and Science Lab 3 Students will learn the theory, application, and techniques of several key environmental laboratory tests and methods of instrumental analysis associated with environmental monitoring and wastewater treatment operations. Tests will be performed on samples collected from various field sites (e.g., Ballona Creek, Dockweiler Beach), local wastewater treatment facilities, or during a field trip to Ballona Wetlands. Students will develop strong technical and scientific writing skills through the course. Prerequisite: CIVL 601 or ENVS 605.

ENVS 608 Contaminant Fate, Transport, and Remediation 3 Introduction to physical, chemical, and biological processes governing the movement and fate of contaminants in the surface and coastal water environment. Practical quantitative problems solved based on contaminant mass transport, equilibrium partitioning, and chemical transformations in the environment. Regulatory implications and remediation approaches. Prerequisite: CIVL 601 or ENVS 605.

ENVS 613 Solid Wastes Engineering 3 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 651 Remote Sensing with Civil Engineering and Environmental Science Applications 3 The course introduces the fundamental concepts of remote sensing from space, remote sensing data, and image data processing. Topics include characteristics of electromagnetic spectrum and remote sensing devices, digital processing methods for interpreting, manipulating and analyzing remotely-sensed image data, and applications of satellite remote sensing to civil engineering and environmental fields.

ENVS 652 Spatial Data Analysis and Geographical Information Systems 3 Concepts, principles, and use of geographic information systems (GIS) to investigate spatial patterns associated with physical and social processes. Specific topics include dataset management, site suitability analysis, modeling, remote sensing, cartography and visualization, with a focus on civil and environmental engineering and environmental science applications.

ENVS 680 Engineering Geology 3 Evaluation of the significance of geologic origin, composition, and structure on the characteristics of soils and rocks. Influence geology and plate boundary impacts have on design and construction of engineering projects.

ENVS 681 Ecosystem Services in Urban Landscapes 3 This course focuses on the concept of ecosystem services and how they are integrated into urban watersheds to make cities more sustainable and resilient to a changing climate. Key topics include the structure and dynamics of watersheds, the impacts of poor resource management and pollution to environmental quality within urban watersheds, and reestablishing ecosystem services through green infrastructure and similar strategies, and habitat restoration activities. Material is learned through class discussions, presentations by guest researchers and resource managers, several mandatory weekend field trips, and class projects.

ENVS 682 Urban Coasts: Habitats, Stressors, and Resilience 3 Urban coastal regions provide a wealth of ecosystem services associated with their shallow marine, shoreline, estuarine, and wetland habitats, but are under constant stresses from human activities and a changing climate. Through this course, students will learn about: 1) the nature of coastal habitats; 2) the natural and anthropogenic interactions between oceanic, coastal, and watershed processes impacting these habitats; and 3)

policies and strategies, both behavioral and structural, to mitigate stressors resulting in more resilient coastal cities.

ENVS 683 Environmental Toxicology and Health Risk 3 An introduction to the principles of risk assessment, perception of risk and risk communication as it relates to chemicals, pathogens, and radiation in the environment and their effect on humans and animals considering dermal, ingestion, and inhalation pathways; chronic daily intake, potency factors, dose response, bioconcentration, and bioaccumulation are discussed along with regulatory fundamentals.

ENVS 684 Climate Change and Impacts 3 Overview of Earth's climate system and exploration of the science, impacts, and politics of global climate change. Specific topics include the greenhouse effect; climate drivers; atmospheric and oceanic circulations; observations and projections; climate modeling; politics; vulnerability; resiliency, adaptation, and mitigation; impacts on water resources, extreme climate events, and agriculture.

ENVS 686 Climate Change Mitigation 3 Opportunities and challenges of climate change mitigation in different sectors such as energy, agriculture, health, transport, housing, urban planning, etc. Co-benefits to the environment and health of climate change mitigation policies at the local, urban, national, and global levels. Linkages with the Paris Climate Change Treaty and the National Determined Contributions.

ENVS 687 Climate Change Adaptation and Resilience 3 Current and future climate impacts on planetary and human health, ecosystems, food systems, socioeconomic determinants, human security, etc. Vulnerability issues. Opportunities of climate adaptation and resilience. Disaster Risk Reduction and Risk Management. Climate adaptation strategies, policies, and planning at the community, city, national, and global levels. The Paris Climate Change Treaty and adaptation in the National Determined Contributions.

ENVS 688 Environmental Health 3 Introduction to the field of environmental health sciences. Examination of series of topics relevant to science of environmental health (e.g., population, agriculture/food, microbiology, energy, climate change, water, waste, air) by introducing scientific basis from ecological perspective and describing how topics relate to health. Risk assessment, risk management, and risk communication. Application of scientific information to real world problems and ability to communicate effectively with different stakeholders. Emerging issues and solutions.

ENVS 689 Sustainability, Health, and Equity 3 Sustainability Development goals and practices to protect the planet, human health, welfare, equality, biodiversity, oceans, peace, etc. as part of the new sustainable development 2030 agenda with a focus on health and equity targets. Sustainable production and consumption, sustainable cities, climate action, education, etc. Inter-sectoral, innovative, socio-economic, and environmentally sustainable and equitable solutions. Design an implementation strategy for a specific community on a specific item that is part of one of the 17 Sustainable Development Goals. Emerging circular economy.

ENVS 690 Comprehensive Oral Exam 0 The oral examination provides an opportunity to assess the student's understanding of some of the fundamental principles of environmental engineering, water resources engineering, and/or environmental science. It provides an opportunity for the student to demonstrate her/his problem-solving abilities using knowledge learned through coursework and an indication of student accomplishment broader than what is obtained from conventional classroom

assessment. The exam is generally offered on the Friday of final examinations week. Students can register for the class only if all of course requirements will be complete at the end of the semester in which they plan to take the exam. Credit/No Credit grading. Requires consent of Program Director.

ENVS 695 Master Thesis 3

ENVS 696 Thesis Defense 0 Students who opt for a thesis must defend their research to a thesis committee in the form of a written thesis and an oral presentation. It is the intent of the thesis committee to determine if the student 1) has mastered the subject matter of the thesis, 2) understands the work done by others, and 3) can critically assess that work and his/her own work. No later than two weeks prior to the thesis defense presentation, the student must provide their written thesis to their thesis committee for review. The presentation should take no longer than one hour, including questions and answers from the committee and audience. Immediately after the presentation, the committee will deem the thesis complete, complete with exceptions, or incomplete. All core courses must be completed (or be taken concurrently) and at least 27 units must be completed (or taken concurrently). Credit/No Credit grading. Requires consent of Program Director.

ENVS 698 Special Studies 1 TO 4

ENVS 699 Independent Studies 1 TO 4

HEALTH AND HUMAN SCIENCES

HHSC 150 Human Anatomy and Physiology 3 The development, structure, and function of the human body with emphasis on integration and homeostasis. Lecture, 3 hours. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

HHSC 155 Human Anatomy and Physiology I 3 Comprehensive coverage of anatomy and physiology designed to meet graduate prerequisites for the pre-health professions students. Topics include cell biology; histology; integumentary, skeletal, muscular, and nervous systems. Lecture, 3 hours. Majors only. Corequisite: HHSC 156.

HHSC 156 Human Anatomy and Physiology I Lab 1 Companion lab course to HHSC 155. Laboratory, 4 hours. Corequisite: HHSC 155.

HHSC 160 Principles of Athletic Training 3 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 170 Personal Health 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

HHSC 190 Medical Terminology and Seminar 3 Introduction to medical terminology. Exploration of areas of study and career opportunities within health careers. HHSC majors only. Lecture and online, 3 hours.

HHSC 230 Nutrition 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flag: Information Literacy.

HHSC 255 Human Anatomy and Physiology II 3 Comprehensive coverage of anatomy and physiology designed to meet graduate prerequisites for the pre-health professions students. Topics include endocrine, blood, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. The course promotes comprehensive understanding of the structure and function of the human body with an emphasis on organ system integration and homeostasis. Lecture, 3 hours. Majors only. Prerequisite: HHSC 155. Corequisite: HHSC 256.

HHSC 256 Human Anatomy and Physiology II Lab 1 Companion lab course to HHSC 255. Comprehensive coverage of anatomy and physiology designed to meet graduate prerequisites for the pre-health professions students. Topics include endocrine, blood, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Laboratory instruction includes prepared tissue slides, life-sized organ and organ system models, and dissection of preserved specimens. Introductory experiences are included towards the acquisition and interpretation of personal physiological data including blood pressure, spirometry, blood typing, hematocrit, and electrocardiography. Students will also complete a comprehensive class presentation on a physiological process in completing University Core flag requirements for oral skills. Laboratory, 4 hours. Prerequisite: HHSC 156. Corequisite: HHSC 255. University Core fulfilled: Flag: Oral Skills.

HHSC 278 Science, Nutrition, and Health 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flag: Information Literacy.

HHSC 298 Special Studies 1 to 4

HHSC 299 Independent Studies 1 TO 4

HHSC 310 Test and Measurements 3 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 Measurement Lab 1

HHSC 312 Healthcare Administration 3 This course introduces future allied health and public health practitioners to the organizational dynamics of public healthcare clinics, private healthcare practices,

and larger healthcare systems. Students consider the mechanisms that enable access, delivery, and financing of health services and the management of human resources. This course also offers an overview of healthcare policies at the federal, state, and local level that regulate service delivery and provider accreditation. Students will explore ways that economic forces, political trends and changing social priorities impact access, cost, and quality. Students will also explore the legal responsibilities of providers and healthcare organizations to patient safety, quality of services being delivered, ethical decision-making/resolution of dilemmas. The content of this course is relevant for students interested in various healthcare settings, including hospitals, clinics, long-term care facilities, outpatient facilities, doctor's offices, mental health organizations, insurance companies, and government agencies.

HHSC 320 Obesity and Behavior 3 This course will examine how body composition, endocrinology, genetics, neuroscience, and inflammation contribute to the development of obesity-related 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 disease prevention and health promotion to foster culturally and environmentally appropriate application of theory in public health. Prerequisites: BIOL 101; HHSC 230 or HHSC 278.

HHSC 321 Obesity and Behavior Lab 1 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. Prerequisite: HHSC 320 or concurrent enrollment.

HHSC 322 Public Health 3 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 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, HHSC 256, and HHSC 230 or HHSC 278. Corequisite: HHSC 331.

HHSC 331 Medical Nutrition Therapy Laboratory 1 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, HHSC 256, and HHSC 230 or HHSC 278. Corequisite: HHSC 330.

HHSC 334 Sports Medicine Teaching Workshop 3 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 Enriched Sciences Magnet High School.

HHSC 335 Global Nutrition 3 Nutritional science will be covered in relation to global perspectives, culture, religion, and environmental issues. Physiological explanation to under nutrition 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 230 or HHSC 278. Corequisite: HHSC 336. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics. Majors only.

HHSC 336 Nutrition Service Learning Lab 1 Advanced analysis of nutritional science topics including food safety, accessibility to healthy food, diet analysis, and food quality, especially in its relationship to health and chronic disease. Matters of hunger and poverty will be discussed in this community-based learning course which requires organized service, guided reflection, and critical analysis. Corequisite: HHSC 335.

HHSC 342 Peer Health Education 3 This course is designed to challenge and expand the 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 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 component 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 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 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 HHSC 256 or concurrent enrollment.

HHSC 361 Lower Extremity Evaluation 3 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 HHSC 256 or concurrent enrollment; HHSC 360.

HHSC 375 Science Principles of Strength and Conditioning 3 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 HHSC 256. Corequisite: HHSC 376.

HHSC 376 Strength Physiology Assessment Laboratory 1 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 recognized by the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS). Corequisite: HHSC 375.

HHSC 380 Kinesiology 3 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 HHSC 256.

HHSC 381 Kinesiology Lab 1 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 HHSC 256. Corequisite: HHSC 380.

HHSC 385 Motor Development 3 A study of motor, physical, and neuromuscular development from prenatal periods to mature age. Lecture, 3 hours.

HHSC 398 Special Studies 1 TO 4

HHSC 399 Independent Studies 1 TO 4

HHSC 404 Drugs, Addiction, and Health 3 Introduction and examination of the advanced concepts of substance use in human populations. Topics will cover the various risk and protective factors related to substance abuse, including the social, biological, and neurocognitive influences that can drive human behavior. Includes overview and assessment of addictive substances, memory systems, as well as drug abuse prevention and cessation programs.

HHSC 410 Health Services for Marginalized Populations 4 This course will focus on the mental and physical health needs of transitional populations, which include transitional age youth (16-25 years of age), homeless individuals seeking permanent supportive housing, ex-offenders on probation in residential re-entry centers, and veterans seeking stable housing options. All populations are socially

and financially vulnerable and may also be struggling with barriers to stability (lack of educational attainment or job training), alcohol/other substance abuse, and depression due to estrangement from friends, family, and/or support networks. Well-being is a complex phenomenon that exists at the intersection of both biological health and social wellness. As such, this course takes a community health science approach to examining the intersections of individual biological health, broader health systems, and public health. This class is community-based and includes a fieldwork component. It uses social justice-based, community learning strategies to deepen students' conceptual frameworks, empathy/solidarity, ability to work on team-based projects, and ability to enact social change. Prerequisites: HHSC 150 or HHSC 155, HHSC 230 or HHSC 278, PSYC 1000.

HHSC 412 Administration in Sports Medicine 3 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 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 Epidemiology is the study of health, illness, and associated factors as 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 Prerequisite: MATH 204.

HHSC 421 Chronic Disease and Injury Epidemiology Lab 1 Companion lab course to HHSC 420. This course will provide computer-based instruction in how to manage and analyze epidemiological and public health data.

HHSC 430 Advanced Nutrition 3 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 vitamins 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 HHSC 278. University Core fulfilled: Flag: Writing.

HHSC 434 Pathology 3 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 HHSC 256.

HHSC 440 Medical Microbiology 3 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 microorganism 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: BIOL 201. Corequisite: HHSC 441.

HHSC 441 Medical Microbiology Laboratory 1 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; quantification of bacteria and evaluation of antimicrobial agents; diagnostic testing. Corequisite: HHSC 440.

HHSC 460 Therapeutic Modalities in Sports Medicine 3 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 HHSC 256. Corequisite: HHSC 466.

HHSC 461 Therapeutic Rehabilitation in Sports Medicine 3 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, HHSC 256, and HHSC 360.

HHSC 466 Therapeutic Modalities in Sports Medicine Lab 1 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. Corequisite: HHSC 460.

HHSC 475 Exercise Physiology 3 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 HHSC 256. Corequisite: HHSC 476.

HHSC 476 Exercise Physiology Lab 1 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. Corequisite: HHSC 475. University Core fulfilled: Flag: Writing.

HHSC 477 EKG Interpretation 4 Introduction to electrocardiography. Basic concepts of EKG interpretation including electro-physiology, arrhythmia, electrode placement for both resting and

graded exercise testing. Content is consistent with skills necessary to prepare students as a certified EKG technician by the National Healthcareer Association. Materials fee required. Laboratory included. Prerequisite: HHSC 475.

HHSC 480 Biomechanics 3 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 155. Corequisite: HHSC 481.

HHSC 481 Biomechanics Laboratory 1 This course will apply and measure mechanical concepts in relation to the human body and human movement. Topics in this course include kinematic and kinetic concepts, linear and angular motion, and applying Newton's Laws to human movement. In particular, the course draws from principles of anatomy, physiology, and mechanics to measure the variables of human movement. Laboratory, 1 hour. Majors only. Corequisite: HHSC 480.

HHSC 485 Motor Learning 3 A study of factors involved in the learning and performance of motor skills. Lecture, 3 hours.

HHSC 490 Health and Human Sciences Teaching 0 TO 1 Guided teaching of undergraduate laboratories. May be repeated for credit. Consent of instructor required. Credit/No Credit grading.

HHSC 495 Allied Health Internship 1 Clinical, hands-on, and/or observational experience for 60 hours in an allied health setting such as: hospital, clinic, or health facility. Guided instruction on professional development and graduate school preparation. Prior approval from instructor is required. University Core fulfilled: Flag: Engaged Learning.

HHSC 497 Allied Health Internship II 1 TO 5 Clinical, hands-on, and/or observational experience for 60 hours per semester hour of academic credit in an allied health setting such as: hospital, clinic, or health facility. Prior approval from instructor is required. This course taken for Credit/No Credit only. Prerequisite: HHSC 495 or concurrent enrollment.

HHSC 498 Special Studies 1 TO 4

HHSC 499 Independent Studies 1 TO 4

HSEG 505 Systems Engineering for Healthcare 3 Fundamentals of modern Systems Engineering focused on Healthcare applications. Focus on project success, broad integrative adoptable and flexible thinking. Initiation of a SE activity: capture of goals, regulations, and constraints; stakeholders; and team development. Fundamentals of systems architecting. Feasibility studies and trade studies, capture of interfaces and top level requirements; requirement development, baseline management, interface and configuration control, verification/validation. Risk management. Life cycle activities. Class project. Enrollment limited to Healthcare Systems Engineering students.

HSEG 515 Healthcare Delivery Systems 3 Mandatory entry-level course for 4+1 students and other students transitioning from non-healthcare fields. History, cultural tradition, and operations of U.S. private, non-profit, hybrid, and government healthcare delivery systems, including discussion of the multifaceted U.S. trauma care system and the U.S. system for mass casualty events. Case study discussions emphasizing the quality and ethical issues challenging the U.S. healthcare system today

and its comparative performance amongst the industrialized world. Additional important themes of medical professionalism, and the profession's social contract with society as central to the culture of healthcare professionals and administrators functioning within systems of care. Costs and payment systems. Successes and challenges in modern healthcare. Introduction to: electronic records and their portability; Health Insurance Portability and Accountability Act; technology (e.g., surgical robots) and integrated systems. Review of quality, safety, and regulatory systems. Non-U.S. healthcare delivery systems. Medical and healthcare jargon. Provider's burnout.

HSEG 535 Lean Healthcare 3 The U.S. healthcare system; unsustainable increase in costs and the average quality of care compared to that of other industrialized nations. Lean effectiveness in increasing the efficiency of manufacturing processes. Differences between health care and simple manufacturing-like operations bridging the gap between traditional lean practices as applied to manufacturing versus the needs of healthcare enterprises. Review of basic lean concepts, with examples of how they can be applied to health care processes. Issues that complicate the application of Lean to complex, high variability processes (such as many healthcare processes) including handling variation, people and corporate culture issues, and the modifications required to make lean tools effective. Implementation and sustainment issues. The class will mix traditional lecture-based instruction with a variety of active learning exercises, including a day-long clinic simulation exercise. Online course delivered by WebEx (3 hours per week plus homework). This course may be offered in class or online.

HSEG 545 Healthcare Seminar 3 Twelve to fourteen invited prominent experts present guest lectures with significant systems engineering component. Student project on a selected topic of systems engineering.

HSEG 598 Special Studies 1 TO 3

HSEG 599 Independent Studies 1 TO 3

HSEG 605 Healthcare Systems Engineering 3 Fundamentals of modern Systems Engineering focused on Healthcare applications. Focus on project success, broad integrative adoptable and flexible thinking. Initiation of a SE activity: capture of goals, regulations, and constraints; stakeholders; and team development. Fundamentals of systems architecting. Feasibility studies and trade studies, capture of interfaces and top level requirements; requirement development, baseline management, interface and configuration control, verification/validation. Risk management. Life cycle activities. Class project. Enrollment limited to Healthcare Systems Engineering students.

HSEG 625 Patient Safety and Quality Systems 3 Patient safety as critical component of healthcare quality. Death and injury due to errors in healthcare. Reasons for errors. Error reporting systems and legal considerations. Leadership and knowledge for patient safety. Performance standards and expectations. Creating safety systems. Key design concepts. Medication safety. Safety activities. Systems thinking in patient systems. This course is available only to Healthcare Systems Engineering students.

HSEG 635 Advanced Lean Management of Healthcare 3 Review of Lean basics: Principles: Value, Waste; Selected JIT/TPS tools; NUMMI Labor-Management Relations Case Study. Lean Project Management (LPDF Method) and Lean Office. Leaning Emergency Departments, Clinical Laboratories, Radiology Laboratories, Clinics, Operating Rooms, in-patient Hospitals, and Supply Chain. Selected

Lean Enablers for Healthcare. Project and exam. This course is available only to the students of Lean Healthcare Certificate and Healthcare Systems Engineering MS Program. Prerequisite: HSEG 535.

HSEG 655 Medical Devices and Integrated Systems 3 The Institute for Healthcare Improvement's (IHI) Triple Aim calls for the best care for the whole population at the lowest cost. The challenge is to bring classic health services research and population health research together in a meaningful way. The Affordable Care Act and the creation of Accountable Care Organizations have shifted reimbursement from a fee-based to a value-based model. The incentives are changing from the treatment of the sick to the promotion of health and management of chronic conditions. Big data analytics and the emergence of the data science profession are allowing purchasers and providers of care to examine large data sets to uncover hidden patterns, unknown correlations, market trends, customer preferences and other useful business information. The course explores the opportunities for healthcare analytics and clinical treatment developments. The course will cover the research lifecycle from formulation of clinical questions, to big data access and extraction, statistical analysis, evidence formulation, and clinical implementation methods. Statistical topics will include: Hadoop clustering, structured vs. unstructured data, data quality and consistency, extrapolation, scaling, dimensionality, supervised and unsupervised learning, decision trees, handling uncertainty, Bayesian methods, Hidden Markov models, model selection, validation, data visualization, and support vector machines. The role of Healthcare Systems Engineers and data scientists in such projects will be explored. This course is taught online.

HSEG 665 Population Health and Big Data Analytics 3 Electronic access to huge databases of patients provides new extraordinary potential for improving clinical diagnosis and treatments, including genomics, studies of genetic, lifestyle, environmental, clinical and other factors. The course explores the opportunities for healthcare analytics and clinical treatment developments. The course will cover the research lifecycle from formulation of clinical questions, to big data access and extraction, extraction, statistical analysis, evidence formulation, and clinical implementation methods. Statistical topics will include clustering, extrapolation, scaling, dimensionality, supervised and unsupervised learning, decision trees, handling uncertainty, Bayesian methods, Hidden Markov models, model selection, validation, data visualization, support vector machines, and so forth. The role of Healthcare Systems Engineers in such projects will be explored. Population medicine. Project. Undergraduate-level Statistics is recommended. Online course delivered by WebEx (3 hours per week). This course is available only to Healthcare Systems Engineering students.

HSEG 675 Healthcare Enterprise Informatics and Electronic Health Records 3 Long term needs and connections: Vision for Value Driven Healthcare and Learning Healthcare System; mapping innovation opportunities, information to knowledge value chain. Understanding Knowledge Capital for Learning Health System: People, Process, Technology, and Relationships. Design Thinking: Understanding systems design framework of balancing desirability, feasibility, and viability; understanding how this can lead to improving the patient and clinician experience and enhance underlying value. Enterprise informatics architecture--People, Processes, Technolog--to support stakeholders: Case study of systems approach of DoD Health IT architecture; Mapping patient experience and information to value chain; provider workflow across patient experience; where standards fit in context of architectural components. This example shows architecture for high availability, highly transactional, multiple geographically dispersed simultaneous users. Enterprise informatics relationships: Understanding ecosystem relationships as they overlay on the architecture (professional societies, government agencies). We will also discuss tension between desire for increased granularity by researchers, regulatory bodies, actuaries and the increased work to enter this discrete data into the

EMR. Framing ethical issues especially as they relate to the governance of health IT. Enterprise informatics architecture and analytics: clinician computer aided diagnostics (CADs); payer, policy and other stakeholder needs for computer aided diagnostics. Potential for accelerated pace of quality improvement. Enterprise informatics challenges (particularly the present EMR system): Challenges along the whole information to value chain (usability, productivity, computer aided diagnostics, changing the nature of the patient clinician interaction, ease of documenting what increases content but decreases density of the most critical information)--the Health IT tail wagging the dog. Data integrity, Interoperability with multiple legacy and new systems. Opportunities for Innovation and Applying Design Thinking: New models of health and fitness; human factors engineering; ubiquitous connectivity of mobile devices. Laptop computer or equivalent required. This course is available only to Healthcare Systems Engineering students.

HSEG 695 Preparation for Capstone Project 0 This course is typically taken prior to the HSEG 696, the Integrative Project/Thesis. The student develops a project plan, gains advisor approval, and presents the plan to a panel.

HSEG 696 Project in Healthcare 3 Capstone course in which each student working individually demonstrates the mastery of the systems engineering process applied to a healthcare problem of interest. Selected projects are available from healthcare institutions in Southern California. Industry sponsored projects must complete a legal form to be obtained from the Advisor. This course should be taken in the last semester of the study program. The project must be carried out by the student in the semester of the registration. This course is available only to Healthcare Systems Engineering students, and the students of the Certificate in Lean Healthcare.

HSEG 698 Special Studies 1 TO 3

HSEG 699 Independent Studies 1 TO 3

INTERNSHIPS

ICSE 2100 FRSCSE Internships 0 TO 1 Students in this course will complete an internship while reflecting on how it relates to their Frank R. Seaver College of Science and Engineering coursework, professional skills, and career goals. This is a virtual course that includes assignments designed to expand your professional network, while developing strategies for the full-time job search. Students considering this course are strongly encouraged to work with Career and Professional Development (CPD) in the term preceding their internship. To successfully identify and apply to opportunities, please schedule an appointment with a career coach via Handshake, or stop by CPD to meet with a Peer Advisor. Credit/No Credit grading.

MATHEMATICS

MATH 101 Algebra 3 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 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. University Core fulfilled: Foundations: Quantitative Reasoning.

MATH 103 Quantitative Skills for the Modern World Lab 0 Concurrent laboratory for MATH 102. Corequisite: MATH 102.

MATH 104 Elementary Statistics 3 Introduction to methods of inferential statistics, histograms, elementary probability, and random variables and distributions. University Core fulfilled: Foundations: Quantitative Reasoning.

MATH 106 Mathematics for Elementary Teachers I 3 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 instructor. Prerequisite: MATH 101 with a minimum grade of C (2.0) or Mathematic Placement Examination. University Core fulfilled: Foundations: Quantitative Reasoning; Explorations: Nature of Science, Technology, and Mathematics.

MATH 112 Calculus for Business 3 Introduction to the differential and integral calculus of elementary functions. Applications of the methods of calculus to business and economics problems. Students may not take both MATH 112 and MATH 122 for credit. A laboratory fee may be required. Prerequisite: MATH 120 or Mathematics Placement Examination. University Core fulfilled: Foundations: Quantitative Reasoning; Explorations: Nature of Science, Technology, and Mathematics.

MATH 120 Precalculus Mathematics 3 Functions; polynomial, rational, trigonometric, exponential, and logarithmic functions. Prerequisite: MATH 101 or Mathematics Placement Examination. University Core fulfilled: Foundations: Quantitative Reasoning.

MATH 122 Calculus for the Life Sciences I 3 An introduction to calculus. Derivatives and integrals of the elementary functions, including computational techniques and applications. Students may not take both MATH 112 and MATH 122 for credit. Prerequisite: MATH 120 or Mathematics Placement Examination. University Core fulfilled: Foundations: Quantitative Reasoning; Explorations: Nature of Science, Technology, and Mathematics.

MATH 123 Calculus for the Life Sciences II 3 Integration methods with applications, differential equations and modeling, introduction to multivariate calculus. Prerequisite: MATH 122 or equivalent. University Core fulfilled: Foundations: Quantitative Reasoning; Explorations: Nature of Science, Technology, and Mathematics.

MATH 131 Calculus I 4 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. University Core fulfilled: Foundations: Quantitative Reasoning; Explorations: Nature of Science, Technology, and Mathematics.

MATH 132 Calculus II 4 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. University Core fulfilled: Foundations: Quantitative Reasoning; Explorations: Nature of Science, Technology, and Mathematics.

MATH 181 Introduction to Programming 2 An introduction to the basics of procedural programming useful for solving problems in mathematics, science, and engineering. Root finding, integration, and other mathematical methods (e.g. numerical differentiation, interpolation, and line-fitting) will be covered. Suggested programming languages and software may include Python, R, MATLAB. For Mathematics majors and minors only, or by consent of instructor. Prerequisite: MATH 131 or equivalent.

MATH 190 Workshop in Mathematics I 2 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 A continuation of MATH 190.

MATH 198 Special Studies 1 TO 4

MATH 199 Independent Studies 1 TO 4

MATH 204 Applied Statistics 3 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 distributions, 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. Prerequisite: MATH 122 or MATH 131. University Core fulfilled: Flag: Quantitative Literacy.

MATH 205 Applied Statistics 4 An introduction to basic methods of extracting information from data with a focus on statistical methods and interpretation of results. Exploratory and descriptive data analysis including graphical examination of data and measures of central tendency and spread. Classical and non-parametric tools of hypothesis testing (t tests, one-way, and two-way ANOVA, Mann-Whitney and Kruskal-Wallis for mean-comparison problems). Simple linear regression. Practical considerations of experimental design. Analysis of data using modern computational software (e.g. R). Prerequisite: MATH 122 or MATH 131. University Core fulfilled: Flag: Quantitative Literacy.

MATH 207 Mathematics for Elementary Teachers II 3 Geometry, metric system, and introduction to probability and statistics. For Liberal Studies majors only, or by consent of instructor. Prerequisite: MATH 106. University Core fulfilled: Foundations: Quantitative Reasoning; Explorations: Nature of Science, Technology, and Mathematics; Flag: Quantitative Literacy.

MATH 234 Calculus III 4 Partial derivatives, multiple integrals, three-dimensional space, vectors in two- and three- dimensional space, line integrals, Green's theorem. Prerequisite: MATH 132 or equivalent. University Core fulfilled: Flag: Quantitative Literacy.

MATH 245 Ordinary Differential Equations 3 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. University Core fulfilled: Flag: Quantitative Literacy.

MATH 246 Differential Equations and Linear Algebra 4 Systems of linear algebraic equations, Gaussian elimination, matrices, and matrix algebra. Algebra of complex numbers. Linear dynamical systems and equilibrium. Analytical solutions of linear differential equations, including Laplace transform and

linear time-domain analysis. Eigenvalues, eigenvectors and the matrix exponential. Differential equations as mathematical models. Analysis of nonlinear differential equations, including analytical and numerical solutions and qualitative analysis. Students will use software (e.g. C++, MATLAB, or Python) to compute and graph solutions using analytical and numerical methods. Prerequisites: MATH 132 and (MATH 181 or CMSI 1010 or ENGR 160). University Core fulfilled: Flag: Quantitative Literacy.

MATH 248 Introduction to Methods of Proof 3 Number theory, sets, functions, equivalence relations, cardinality, methods of proof, induction, contradiction, contraposition. Student portfolios will be collected. Prerequisite: MATH 132 or equivalent. University Core fulfilled: Flag: Quantitative Literacy.

MATH 249 Introduction to Methods of Proof 4 Number theory, sets, functions, equivalence relations, cardinality, methods of proof, induction, contradiction, contraposition. Student portfolios will be collected. Prerequisite: MATH 132 or equivalent. University Core fulfilled: Flags: Quantitative Literacy, Writing.

MATH 250 Linear Algebra 3 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 MATH 248 or consent of instructor. University Core fulfilled: Flag: Quantitative Literacy.

MATH 251 Applied Linear Algebra 4 An introduction to matrix methods with an emphasis on modern computational techniques. Topics include: Gaussian elimination, LU factorization, vector spaces and subspaces, orthogonality, QR factorization, determinant, eigenvalues and eigenvectors, diagonalization, least square optimization problem, Markov chains, and singular value decomposition. Students will use software (e.g. C++, MATLAB, or Python) to do computations with large matrices and investigate modern applications in various fields. Prerequisites: MATH 131 and (MATH 181 or CMSI 1010 or ENGR 160). University Core fulfilled: Flag: Quantitative Literacy.

MATH 261 Mathematics: Contributions by Women 3 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 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 Computational Methods 3 Computer solutions of applied mathematical problems using a procedural programming language and a computer algebra system. Nonlinear equations, differentiation, integration. Prerequisites: MATH 245 and MATH 250 or concurrent enrollment or consent of instructor.

MATH 290 Workshop in Mathematics II 1 Continuation of MATH 190. Activities will include attending departmental events (e.g. career talks, seminars, senior thesis presentations, math community events), improving study skills, analytical and problem solving skills, mathematical writing and presentation skills, and other activities at the discretion of the instructor. For Mathematics majors only, or by consent of instructor

MATH 293 Mathematics Teaching Field Experience 0 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 TO 4

MATH 299 Independent Studies 1 TO 4

MATH 304 Multivariable Statistics 4 Statistical analysis of large multivariate datasets. Multivariate densities and distributions. The general linear model and multivariate regression, analysis of variance. Multilevel linear models. Clustering and factor analysis. Time series models. Modern computational software. Prerequisites: MATH 205 and MATH 251 and CMSI 1010 or consent of instructor.

MATH 307 Teaching Math Practicum 2 Students serve as Teaching Assistants for MATH 207. Students will integrate pedagogy with their mathematical content knowledge prepare for mathematics teaching careers. Prerequisites: Junior standing and consent of instructor.

MATH 321 Real Variables I 3 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 Infinite series, uniform convergence, power series, and improper integrals. Prerequisite: MATH 321.

MATH 323 Real Analysis I 4 The real number system, least upper bound, sequences, Cauchy sequences, functions, limits of functions, continuity, derivatives, infinite series, sequences and series of functions, and Riemann integration. Prerequisite: MATH 249.

MATH 331 Elements of Group Theory 3 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 Rings, integral domains, fields, ideals, factor rings, polynomial rings, and unique factorization domains. Prerequisite: MATH 331.

MATH 333 Abstract Algebra I 4 Groups, rings, integral domains, and fields, and the corresponding structure and isomorphism theorems, quotient and factor objects, and direct sums and products. Finite(ly generated) abelian groups, Cauchy's Theorem, complex roots and the Fundamental Theorem of Algebra, and an introduction to Sylow Theory. Prerequisite: MATH 249.

MATH 350 Advanced Linear Algebra 3 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 MATH 250.

MATH 355 Methods of Applied Mathematics 3 Series solutions and special functions. Orthogonal functions and Fourier series, partial differential equations and boundary value problems. Prerequisites: MATH 234 and MATH 245 and (MATH 282 or ENGR 160 or CMSI 185 or consent of instructor).

MATH 356 Methods of Applied Mathematics 4 Linear partial differential equations: Laplace, Poisson, heat and wave equations. Fourier analysis and its applications to signal processing and linear partial differential equations. Discrete Fourier Transform and the Fast Fourier Transform. Numerical approaches to partial differential equations: finite differences and spectral methods. Modeling of distributed parameter systems (i.e., systems whose state variable is infinite dimensional). Prerequisites: MATH 246.

MATH 357 Complex Variables 3 Complex variables; analytic functions, Laurent expansions and residues; evaluation of real integrals by residues; integral transforms. Prerequisite: MATH 234.

MATH 358 Complex Analysis 4 Complex arithmetic, functions of complex variables, analytic functions, integration in the complex plane, Taylor and Laurent expansions and residues; conformal mappings, evaluation of real integrals by residues; integral transforms. Prerequisite: MATH 234.

MATH 360 Introduction to Probability and Statistics 3 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 MATH 132. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

MATH 361 Probability and Mathematical Statistics 4 Probability and statistics with an emphasis on mathematical techniques of analysis. Probability topics include: sample space, basic probability rules, conditional probability, independence, Bayes theorem, density and cumulative distribution functions, expectations, law of large numbers, Central Limit Theorem, functions of random variables, and stochastic modeling. Statistics topics include: sampling distributions, point and interval estimation, and mathematical methods of hypothesis testing. Additional topics may include stochastic simulation, bootstrapping, Bayesian inference, and regression. Prerequisites: MATH 132 and (MATH 181 or CMSI 1010 or ENGR 160). University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

MATH 366 Discrete Methods 3 An introduction to graph theory; trees; coloring; Eulerian circuits. Combinatorics; permutations and combinations; recurrence relations. Prerequisite: MATH 248.

MATH 367 Discrete Methods 4 An introduction to graph theory; trees; coloring; Eulerian circuits. Combinatorics; permutations and combinations; recurrence relations; algorithmic approaches to combinatorics problems; implementation of algorithms in graph theory and combinatorics. Prerequisites: MATH 249 and (MATH 181 or CMSI 1010 or ENGR 160).

MATH 382 Applied Numerical Methods 4 Algorithms for the numerical approximation of solutions to mathematical problems arising in applications. Integration, direct and iterative solutions of linear and nonlinear systems, optimization, and solution of differential equations. Discussion of convergence properties. Prerequisites: MATH 234 and MATH 246 and MATH 251.

MATH 388 Survey of Biomathematics 3 Introduction to the application of mathematical tools and techniques in biology. Application areas range from gene regulatory networks to physiological systems to ecology and environment 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 MATH 132.

MATH 390 Workshop in Mathematics III 1 Continuation of MATH 290. Activities will include attending departmental events (e.g. career talks, seminars, senior thesis presentations, math community events), improving study skills, analytical and problem solving skills, mathematical writing and presentation skills, and other activities at the discretion of the instructor. For Mathematics majors only, or by consent of instructor.

MATH 393 Mathematics Internship 1 TO 3 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 TO 1 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 TO 4

MATH 399 Independent Studies 1 TO 4

MATH 423 Real Analysis II 4 Advanced topics in real analysis (e.g. measure theory, functional analysis, Fourier analysis, functions of several variables, etc.) chosen by the instructor. Written and oral presentations are required. Prerequisite: MATH 323.

MATH 433 Abstract Algebra II 4 Advanced topics in abstract algebra (e.g. Galois theory, representation theory, algebraic geometry, etc.) chosen by the instructor. Written and oral presentations are required. Prerequisite: MATH 333.

MATH 450 Advanced Linear Algebra 4 Abstract vector spaces (vector spaces over an arbitrary field), abstract linear transformations, dual spaces, diagonalizability (review of eigenspaces), Cayley-Hamilton Theorem, canonical forms (Jordan, etc.), inner product spaces, spectral theorem, additional topics as time permits. Prerequisites: MATH 249 and MATH 251.

MATH 451 Fundamental Concepts of Geometry 4 Euclidean and non-Euclidean planar geometries, axiomatic systems, synthetic and analytic representations, relationships with algebra, and selected topics and applications. Prerequisites: MATH 249 and MATH 251.

MATH 460 Advanced Topics in Probability 4 Advanced topics in probability (e.g. Stochastic processes, Markov chains, Monte Carlo methods, etc.) chosen by the instructor. Written and oral presentations are required. Prerequisite: MATH 361.

MATH 470 Machine Learning 4 Linear regression, logistic/softmax regression, support vector machine, k-nearest neighbors, tree-based methods, linear separability, overfitting/underfitting, regularizers,

gradient descent method. Possible additional topics include: kernel methods, k-means clustering, principal component analysis, dimensionality reduction, semi-supervised learning, boosting, random forest, and sampling methods. Prerequisites: MATH 234 and MATH 251 and CMSI 1010 or consent of instructor.

MATH 471 Topology 3 An introduction to metric and topological spaces; continuity and homeomorphism; separation properties; connectivity and compactness; examples and applications. Prerequisite: MATH 321.

MATH 472 Topology 4 An introduction to metric and topological spaces; continuity and homeomorphism; separation properties; connectivity and compactness; examples and applications. Written and oral presentations are required. Prerequisite: MATH 323.

MATH 473 Differential Geometry 3 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 MATH 250.

MATH 480 Big Data Visualization 4 Introduction to the tools and techniques of modern data visualization including concepts of scraping, wrangling, cleaning, and processing data from the web and other large databases. The course focuses on visualizing multidimensional data and designing clear and appropriate data graphics through apps and interactive displays (e.g., maps). This course requires a willingness to write code. Prerequisite: MATH 304.

MATH 482 Advanced Numerical Methods 4 Advanced topics in numerical methods and scientific computation (e.g. iterative solutions of linear systems on advanced computer architectures, high-dimensional numerical integration, numerical solution of PDEs, optimal control, constrained optimization, matrix factorization, conjugate gradient, etc.) chosen by the instructor. Written and oral presentations are required. Prerequisite: MATH 382.

MATH 490 History of Mathematics 3 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 Topics in mathematics chosen by the instructor. Written and oral presentations are required. University Core fulfilled: Flags: Oral Skills, Writing.

MATH 492 Workshop in Mathematics IV 1 Continuation of MATH 390. Activities will include attending departmental events (e.g. career talks, seminars, senior thesis presentations, math community events), improving study skills, analytical and problem solving skills, mathematical writing and presentation skills, and other activities at the discretion of the instructor. For Mathematics majors only, or by consent of instructor.

MATH 493 Senior Seminar for Future Mathematics Educators 3 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. University Core fulfilled: Flags: Oral Skills, Writing.

MATH 494 Senior Seminar for Future Mathematics Educators 2 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.

Prerequisites: Senior standing and consent of instructor. University Core fulfilled: Flags: Oral Skills, Writing.

MATH 495 Mathematical Modeling 3 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 on instructor required. University Core fulfilled: Flags: Oral Skills, Writing.

MATH 496 Mathematical Modeling 4 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. University Core fulfilled: Flags: Oral Skills, Writing.

MATH 497 Senior Thesis 3 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. University Core fulfilled: Flags: Oral Skills, Writing.

MATH 498 Special Studies 1 TO 3

MATH 499 Independent Studies 1 TO 3

MATH 504 Modern Computational Statistics 4 Generalized linear models: logistic, multinomial, and Poisson regression; bootstrapping: resampling simulations, estimation, confidence sets, and hypothesis testing; Bayesian methods: computational techniques such as Markov Chain Monte Carlo and Metropolis-Hastings, estimation, credible sets, and hypothesis testing. Prerequisites: MATH 304 and MATH 361.

MATH 540 Deep Learning 4 Neural networks and related algorithms: stochastic gradient descent and backpropagation. Modern deep learning framework (e.g. TensorFlow, Pytorch) and GPU computing. Convolutional Neural Networks and applications to image recognition. Recurrent Neural Network, Transformer networks and applications to natural language processing (e.g. sentiment analysis, translation, natural language modeling). Prerequisites: MATH 234 and MATH 251 and CMSI 1010 or consent of instructor.

MATH 550 Fundamental Concepts of Geometry 3 Euclidean and non-Euclidean planar geometries, axiomatic systems, synthetic and analytic representations, relationships with algebra, and selected topics and applications. Prerequisites: MATH 248 and MATH 250.

MATH 560 Advanced Topics in Probability and/or Statistics 3 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 MATH 360.

MATH 561 Computational Methods in Linear Algebra 3 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 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 590 History of Mathematics for Secondary Teachers 3 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 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 TO 3

MATH 599 Independent Studies 1 TO 3

MATH 601 Methods of Proof for Teachers 3 This course introduces number theory proofs, analysis proofs with limits and functions, cardinality, geometry, logic and language, and set theory proofs. The importance of proof writing and explanation in mathematics are emphasized. Students are exposed to mathematical problem solving that extends the concepts of secondary mathematics.
Consent of instructor required.

MATH 604 Statistics/Modeling for Teachers 3 This course selects from topics in statistics and modeling, such as basic descriptive statistics, inference, regression analysis, and modeling relationships. The use of statistics in the media and in educational studies is also a focus. The class is aligned with state standards in 6-12 grade statistics and is aligned with national recommendation from the American Statistical Association on teacher preparation of statistics. Consent of instructor required.

MATH 621 Real Analysis for Teachers 3 This course surveys topics in calculus, measure theory, and analysis. Calculus concepts are explored from an advanced perspective so as to reveal connections between secondary-school level analysis, calculus, and more advanced collegiate mathematics.
Consent of instructor required.

MATH 631 Abstract Algebra for Teachers This course introduces topics in number theory and abstract algebra, including modular arithmetic, properties of number systems, group, ring and field theory,

and applications of abstract algebra, such as cryptography. Students will apply this knowledge in the context of the Standards for Mathematical Practice. Consent of instructor required.

MATH 650 Geometry for Teachers 3 This course investigates geometry from 4 perspectives: Euclid's axioms and constructions, Cartesian coordinates and algebra, projective and perspective geometry, and rigid and similarity transformations. This approach reinforces essential skills required for teaching geometry courses in the secondary curriculum by making connections to proving geometric theorems, using precise definitions, showing the connections between geometry and algebra and complex numbers, perfecting how to visualize in 2 and 3 dimensions, and understanding congruence and similarity through transformations. Consent of instructor required.

MATH 660 Discrete Math and Probability for Teachers 3 This course covers topics including combinatorics, recursion, algorithms, graph theory and probability. Students will also explore how these are integrated in secondary math and explore how topics of discrete math can extend secondary math curriculum. Consent of instructor required.

MATH 698 Special Studies 1 to 3

MATH 699 Independent Studies 1 to 3

MECHANICAL ENGINEERING

MECH 211 Computer Aided Design 2 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. Mechanical Engineering majors only. Lecture/Laboratory, 2 hours.

MECH 212 Mechanics of Materials 3 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 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 214 Materials Science 3 A study of metallic, polymeric, and ceramic materials, emphasizing dependence of mechanical and electrical properties on solid-state bonding forces and micro-structure. Mechanical properties of materials. Introductory design considerations. Lecture, 3 hours. University Core fulfilled: Flag: Information Literacy. Prerequisites: CHEM 111 and CHEM 114.

MECH 223 Thermodynamics 3 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 1100.

MECH 260 Nanotechnology 3 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 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 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 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 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 TO 3

MECH 302 Thermal Science and Energy Lab 2 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. University Core fulfilled: Flag: Writing. Prerequisites: MECH 223 and MECH 322.

MECH 303 Solid Mechanics and Materials Laboratory 2 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. University Core fulfilled: Flag: Writing. Prerequisites: MECH 212 and MECH 214.

MECH 310 Machine Design 3 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 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. Prerequisites: MECH 213 and MATH 245.

MECH 321 Energy Systems 3 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 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 MATH 245.

MECH 323 Heat Transfer 3 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: MATH 245 and MECH 223.

MECH 398 Special Studies 1 TO 3

MECH 399 Independent Studies 1 TO 3 May not be taken as a required course.

MECH 401 Design Capstone Project I 3 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. University Core fulfilled: Flags: Engaged Learning, Oral Skills. Prerequisite: MECH 310.

MECH 402 Design Capstone Project II 3 Final phases of the capstone project; industrial-sponsored and student design competition team projects; design iterations, component interaction and interfacing; fabrication and assembly; validating the design performance through experimental testing of the system components and subsystems; formal and informal project reviews and reports; guest lectures by industry experts. Lecture/Laboratory, 3 hours. Senior standing required. University Core fulfilled: Flag: Writing. Prerequisite: MECH 401.

MECH 410 Design and Manufacturing Laboratory 2 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, 2 hours. University Core fulfilled: Flag: Writing.

MECH 412 Control Systems 3 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: ENGR 160 and MECH 312.

MECH 493 Mechanical Engineering Internship 1 TO 3 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 TO 3

MECH 499 Independent Studies 1 TO 3 May not be taken as a required course.

MECH 510 Computer-Aided Manufacturing 3 A comprehensive study of manufacturing with a focus on automation, flexible automation, group technology, process planning, and design for manufacturability. Principles and applications of computer numerical control (CNC) and NC programming, rapid prototyping, robotics, and quality engineering are introduced through lecture and laboratory work. Lecture/Laboratory, 3 hours. Senior or graduate standing required. Majors only.

MECH 511 Materials Selection in Design 3 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. Majors only.

MECH 514 Modern Methods in Materials Science 3 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. Majors only. Prerequisite: MECH 214.

MECH 515 Composites 3 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. Majors only.

MECH 516 Finite Elements Methods 3 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. Majors only.

MECH 517 Fracture Mechanics 3 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. Majors only.

MECH 518 Design for Manufacturing 3 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. Senior or graduate standing required. Majors only.

MECH 519 Advanced Vibrations 3 Vibration of discrete and continuous systems, including single and multiple degree-of-freedom systems as well as strings, rods, beams, and membranes. Theoretical and experimental methods for the determination of natural frequencies and mode shapes, as well as solving forced vibration problems. Discussion of applications, such as vibration measurements, signal processing, and vibration control. Introduction to nonlinear vibrations. Lecture, 3 hours. Senior or graduate standing required. Majors only.

MECH 520 Computational Fluid Dynamics 3 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. Majors only. Prerequisite: CIVL 310 or MECH 322.

MECH 524 Alternative Energy Systems 3 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. Majors only.

MECH 532 Robotics 3 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. Majors only.

MECH 537 Rapid Prototyping 3 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. Several rapid prototyping machines will be used for lecture and class projects. Lecture/Laboratory, 3 hours. Senior or graduate standing required. Majors only.

MECH 542 Turbomachinery 3 Compressor, pump, fan selection and applied theory. Lecture, 3 hours. Senior or graduate standing required. Majors only.

MECH 544 Propulsion 3 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 air breathing and space propulsion concepts are also introduced. Lecture, 3 hours. Senior or graduate standing required. Majors only.

MECH 545 Fundamentals of Biomedical Engineering 3 Introduction to human physiology and engineering applications foundational to Biomedical Engineering, including neuromuscular and aural physiology; biomechanics; prosthetics; assistive devices; brain-computer interface; stroke and rehabilitation engineering; medical devices; biomaterials; bioMEMS; microfluidics; biomedical imaging; synthetic biology; cellular and tissue engineering. Short Individual and team-based projects involve physiological simulations and literature review. Lecture, 3 hours. Senior or graduate standing required. Majors only.

MECH 598 Special Studies 1 TO 3 Senior or graduate standing required. Majors only.

MECH 599 Independent Studies 1 TO 3 Senior or graduate standing required. Majors only. May not be taken as a required course.

MECH 604 Engineering Mathematics 3 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. Graduate standing required.

MECH 610 Metallurgical and Materials Engineering 3 MECH 610 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. Graduate standing required.

MECH 613 Advanced Mechanics of Materials 3 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. Graduate standing required.

MECH 620 Nanotechnology Engineering Topics 3 Exploration of technical topics in nanotechnology to prepare the students to better understand engineering research in nanotechnology. Topics such as nanophysics, quantum mechanics, nanofluidics, 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 623 Advanced Thermodynamics 3 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. Majors only.

MECH 625 Advanced Heat Transfer 3 This course will cover fundamentals of conduction, convection, radiation, and basics of heat transfer numerical methods. The focus will be on theoretical and

numerical analysis of 2D conduction, conservation of mass, momentum and energy in integral and differential forms; laminar and turbulent, forced, natural convection in internal and external flows, introduction to radiation, basics of numerical methods such as finite difference and finite volume, and introduction to ANSYS Fluent software. Lecture, 3 hours. Graduate standing required.

MECH 631 Elasticity 3 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 634 Fatigue 3 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 635 Structural Dynamics 3 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. Graduate standing required.

MECH 638 Random Vibrations 3 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 645 Introduction to Biomedical Engineering 3 Introduction to human physiology and engineering applications foundational to Biomedical Engineering, including neuromuscular and aural physiology; biomechanics; prosthetics; assistive devices; brain-computer interface; stroke and rehabilitation engineering; medical devices; biomaterials; bioMEMS; microfluidics; biomedical imaging; synthetic biology; cellular and tissue engineering. Short Individual and team-based projects involve physiological simulations and literature review. Lecture, 3 hours. Graduate standing required. Majors only.

MECH 653 New Product Design and Development 3 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 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. Majors only.

MECH 686 Master's Thesis 3 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. Majors only. Credit/No Credit grading.

MECH 698 Special Studies 1 TO 3 Graduate standing required. Majors only.

MECH 699 Independent Studies 1 TO 3

PHYSICS

PHYS 195 Waves and Light 3 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 301 Electromagnetic Fields 3 Electric and magnetic fields. Dielectric materials. Poisson's equation. Boundary value problems. Field energy. Vector potential. Lecture, 3 hours. Prerequisites: PHYS 2100, PHYS 2600; MATH 355 or concurrent enrollment.

PHYS 302 Electromagnetic Waves 3 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 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 2600; MATH 245 or concurrent enrollment.

PHYS 322 Quantum Mechanics II 3 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 490 Physics Teaching 1 TO 2 Guided teaching of introductory physics. May be repeated for credit. Requires consent of instructor.

PHYS 493 Physics/Applied Physics Internship 1 TO 3 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 TO 4

PHYS 499 Independent Studies 0 TO 4

PHYS 1000 Thinking in Science 3 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 1100 Introduction to Mechanics 4 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 1200 Computational Lab 2 Introduction to computation and measurement software commonly used in physics and engineering, such as MATLAB, Mathematica, Maple, Python, and LabVIEW. Basic computational techniques in physics: root-finding, numerical integration, curve fitting, numerical solutions to differential equations, the Fourier transform. Introduction to controlling experimental equipment and collecting data with computers. Prerequisites: PHYS 1100 or concurrent enrollment Corequisites: MATH 131 or concurrent enrollment Physics and Applied Physics majors only.

PHYS 1600 Waves, Optics, and Thermodynamics 4 An introduction to mechanical waves, optics and thermodynamics with emphasis on applications to the modern world. Topics include: the wave equation, superposition, standing waves, ray-tracing, reflection, refraction, thin lenses, polarization, interference, diffraction, thin films, wave-particle duality of light, laws of thermodynamics, kinetic theory of gases. Prerequisites: MATH 120 or concurrent enrollment. Physics and Applied Physics majors only.

PHYS 1998 Special Studies 1 TO 4

PHYS 1999 Independent Studies 1 TO 4

PHYS 2100 Introduction to Electricity and Magnetism 4 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 1100; MATH 132 or concurrent enrollment. University Core fulfilled: Flag: Quantitative Literacy.

PHYS 2200 Intermediate Mechanics 4 Kinematics and dynamics of single and multiparticle systems. Rigid bodies. Accelerating coordinate systems. Non-inertial coordinate systems. Small vibrations. Central force fields. Introduction to Lagrangian and Hamiltonian mechanics. Lecture, 3 hours. Prerequisites: PHYS 1100; MATH 245 or concurrent enrollment.

PHYS 2500 General Physics I 4 Vectors. Kinematics. Newton's laws of motion, energy, momentum, rotational motion, and harmonic motion. Fluid mechanics. Heat and thermodynamics. Laboratory experiments pertaining to mechanics, thermodynamics, and fluid mechanics. Lecture, 3 hours; Laboratory, 2 hours. Prerequisite: MATH 112 or MATH 122 or MATH 131 or concurrent enrollment. University Core fulfilled: Flag: Quantitative Literacy. NOTE: THE PHYS 253-PHYS 2550 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 2550 General Physics II 4 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 2500.

PHYS 2600 Foundations of Modern Physics 4 An introduction to special relativity (SR), quantum mechanics (QM), and statistical thermodynamics (ST). Selected topics include (SR) frames of

reference, Minkowski diagrams and space time 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, wave functions and probability, the Schrodinger equation. (ST) Statistical interpretation of entropy, the Laws of Thermodynamics. Lecture, 3 hours; Laboratory, 2 hours. Prerequisites: PHYS 2100 or PHYS 2550; MATH 245 or concurrent enrollment. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flags: Quantitative Literacy, Writing.

PHYS 2710 Astronomy 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics; Flag: Quantitative Literacy.

PHYS 2780 Great Ideas in Physics 3 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

PHYS 2998 Special Studies 1 TO 4

PHYS 2999 Independent Studies 1 TO 4

PHYS 3100 Electrodynamics 4 Electric and magnetic fields, Dielectric materials, Poisson's equation, Boundary value problems, Field energy, Vector potential, Faraday's law, Maxwell's equations. Prerequisites: PHYS 2100, MATH 355 or concurrent enrollment

PHYS 3200 Quantum Mechanics 4 Schrodinger equation in various one-and three-dimensional systems, Dirac notation and Hilbert space; position and momentum representations; uncertainty relations, quantum harmonic oscillator, angular momentum and spin, perturbation theory. Prerequisites: PHYS 2600, MATH 245

PHYS 3300 Thermodynamics and Statistical Mechanics 4 Classical thermodynamics, applications to simple systems. Kinetic theory and the approach to equilibrium. Classical statistical mechanics. Quantum statistics. Lecture, 3 hours. Prerequisite: PHYS 2600, MATH 245

PHYS 3400 Advanced Laboratory 4 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. Prerequisites: PHYS 2600 and MATH 245

PHYS 3740 Weapons of Mass Destruction 3 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.

University Core fulfilled: Integrations: Interdisciplinary Connections.

PHYS 3800 Junior Project 1 Students develop and propose a research project; students must complete a written proposal, literature search, and oral presentation. Junior or senior PHYS and APHYS majors only

PHYS 3998 Special Studies 1 TO 4

PHYS 3999 Independent Studies 1 TO 4

PHYS 4100 Space Physics 4 Introduction to Solar-Terrestrial physics. Physics of space plasmas and single fluid magnetohydrodynamics. Solar physics and the solar wind. Collision less shocks. The magnetosphere. The ionosphere. The aurora. Geomagnetic storms. Pulsations and magnetohydrodynamic waves. Planetary magnetospheres. Lecture, 3 hours. Prerequisites: MATH 234 and PHYS 2600.

PHYS 4150 Condensed Matter Physics 4 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 3200, PHYS 3300

PHYS 4200 Astrophysics 4 Orbital mechanics, the solar system, electromagnetic radiation and matter, stellar properties, Milky Way Galaxy, cosmology. Lecture, 3 hours. Prerequisites: PHYS 2100 and PHYS 2600

PHYS 4250 Modern Optics 4 Review of electromagnetic theory. Applied geometrical optics. Fourier analysis, polarization, interference and diffraction, coherence theory, lasers, and holography. Lecture, 3 hours. Prerequisite: PHYS 3100

PHYS 4300 Biophysics 4 Application of physical laws to biological structure and function: biomechanics, circulatory system, hearing and vision, radiation. Lecture, 3 hours. Prerequisite: PHYS 3300

PHYS 4350 Elementary Particle Physics 4 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 3200

PHYS 4400 Introduction to Relativity and Cosmology 4 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 2600, MATH 245

PHYS 4800 Capstone Experience 2 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. Prerequisite: PHYS 3800. Enrollment is limited to Physics/Applied Physics seniors only. University Core fulfilled: Flag: Information Literacy.

PHYS 4810 Senior Thesis 1 Independent research with a faculty member in his/her area of expertise; students must complete a written thesis and oral presentation. Prerequisite: PHYS 4800. Enrollment is limited to Physics/Applied Physics seniors only. University Core fulfilled: Flags: Oral Skills, Writing.

SCIENCE, ENGINEERING AND MATHEMATICS

SCEM 190 Exploring the Natural Sciences 1 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 TO 3

SCEM 199 Independent Studies 0 TO 3

SCEM 265 Women in Science and Mathematics: Breaking the Stereotype 3 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 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 Combination lecture and laboratory 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. University Core fulfilled: Explorations: Nature of Science, Technology, and Mathematics.

SCEM 271 Experimenting in Science II 4 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 298 Special Studies 1 TO 3

SCEM 320 Science, Theology, and the Future 3 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, BIOL 102, BIOL 111, BIOL 112; CHEM 110, CHEM 111, CHEM 112, CHEM 113.

SCEM 370 Workshop Biology: Life Works I 3 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 can develop. Lecture, 3 hours. Corequisite: SCEM 371.

SCEM 371 Workshop Biology: Life Works I Laboratory 1 The laboratory companion course for SCEM 370. Laboratory, 3 hours. Corequisite: SCEM 370.

SCEM 372 Workshop Biology: Life Works II 3 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. Students 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 SCEM 371. Corequisite: SCEM 373.

SCEM 373 Workshop Biology: Life Works II Laboratory 1 The laboratory companion course for SCEM 372. Laboratory, 3 hours. Corequisite: SCEM 372.

SCEM 376 Workshop Chemistry: The Elements Nature I 3 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 20 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 The laboratory companion course for SCEM 376. Laboratory, 3 hours. Corequisite: SCEM 376.

SCEM 378 Workshop Chemistry: The Elements of Nature II 3 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. Prerequisite: SCEM 376 and SCEM 377. Corequisite: SCEM 379.

SCEM 379 Workshop Chemistry: The Elements of Nature II Laboratory 1 The laboratory companion course for SCEM 378. Laboratory, 3 hours. Corequisite: SCEM 378.

SCEM 398 Special Studies 1 TO 4

SCEM 399 Independent Studies 0 TO 3

SCEM 490 STEM Teaching 1 This course is the registration component for Teaching Assistants. Permission of instructor required.

SCEM 491 Science Education Internship 1 TO 4 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 TO 4 Work on a project in science education either in the elementary school of secondary school setting or at another appropriate location.

SYSTEMS ENGINEERING

SYEG 500 Systems Engineering 3 Fundamentals of modern Systems Engineering (SE) throughout the program lifecycle; focus on mission success, system, and system-of-systems; broad integrative adoptable and flexible thinking; initiation of a SE activity, feasibility studies, mission engineering, pre-

proposal and proposal activities; risk in performance, cost, schedule and deployment aspects of a project; requirement definition and development, system design, interface and configuration control, and verification/validation; introduction to critical aspects of the DoD, NASA, and INCOSE guides on SE; class projects in Integrated Product Development Teams. All students have an option to receive 20% of the grade for taking the INCOSE Associate Systems Engineering Professional (ASEP) Certification Examination.

SYEG 510 Project Management 3 This course will integrate project management theory with practical approaches to establish a fundamental knowledge base for use in today's contemporary dynamic business environment. Project management will be explored from planning and selection through all aspects of the project life cycle. Practical techniques will be developed to organize and control non-routine activities in order to properly manage schedule, quality, budget, and performance objectives. The course will concentrate on project management areas identified as core knowledge areas by the Project Management Institute (PMI). The areas include the management of: Project Integration, Scope containment, Time, Cost, Quality, Human Resources, Procurement, and Risk.

SYEG 520 Engineering Leadership and Integrity 3 The Engineering Ethics and Communications course covers the study of the moral issues and decisions confronting individuals and the organizations involved in engineering, and the study of related questions about moral conduct, character, ideals, and the relationships of people and organizations involved in technological development. The aim of the course is to learn and apply integrity-based decision making skills to work related situations, in order to make decisions based on principles and values rather than motivated by profit, greed, convenience, laziness or time pressures. This course is an application of ethical theory to moral problems confronted by engineers, scientists, and managers, e.g., conscience and free expression within corporations, professional obligations to the public, the role of values in decisions regarding safety, codes of ethics, whistle-blowing, etc.

This course includes a Communications element where students learn and demonstrate some of the basics of professional report writing and public speaking, including: analyzing the ethical environment in which students work, identify the student's company's ideology and ethical outlook; examine the practical ethical problems in the student's organization and professional position; develop awareness of the ethical impact of decision making; discern the personal self-discipline of an ethical engineer and engineering manager; demonstrate a graduate level of proficiency in writing and public speaking through written assignments and formal class PowerPoint presentations.

SYEG 530 Lean Engineering and Management 3 This course covers the basics of Lean Engineering and manufacturing, including the history of Lean, Lean fundamentals: principles, value and waste. Lean Manufacturing with detailed coverage of JIT/LEAN Tools; Kaizen, Gemba, Hoshin Kanry. Lean engineering is applied in a variety of domains: Office, Supply Chain, Accounting, Labor relations. The NUMMI Case Study will be analyzed showing the value of applying lean principles; Time permitting the Theory of Constraints and Critical Chain will be reviewed. A key element of the course is a class project that implements the elements of the course.

SYEG 540 Systems Thinking: Major Tech Changes/Impacts 3 Systems Thinking is a course in which both students and faculty of two LMU Colleges work together: Bellarmine College of Liberal Arts (Seniors and Honors) and 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 on the big questions of our time, such as: healthcare, energy and transportation, public health, K-12 education, end-of-life health management, defense and homeland security, and others. Systems engineering and liberal arts students will complement each other's thinking. Non-HSE students only.

SYEG 551 Software Architecture 3 This course will provide an understanding of what software architecture is, why we need it and common architectural patterns used in software-intensive systems. It examines architecture from different viewpoints to develop understanding of the factors that matter in practice, not just in theory. It examines two aspects that are specific to the issue of evolving software intensive eco-systems: design of domain appropriate architectures and what it means to be an evolvable architecture.

SYEG 554 Engineering for Autonomy 3 This course will provide an understanding of what architecture is, why we need it and common architectural patterns used in software-intensive systems. It examines architecture from different viewpoints to develop understanding of the factors that matter in practice, not just in theory. The issue of evolving software intensive eco-systems will be explored, including: design of domain appropriate architectures and what it means to be an evolvable architecture, how architecture fits into the specification of software intensive systems, techniques to visualize software-intensive architectures, and common software architectural patterns and the problems they are designed to address. Key trades for systems implementation will also be discussed, such as: service, object and data oriented design principles, embedded and enterprise architectural solutions, centralized and distributed architectures, and cloud computing architectures.

SYEG 557 Agile Development and Project Management 3 Agile software development is a set of principles for software development in which requirements and solutions evolve through collaboration between self-organizing, cross-functional teams. The course addresses agile methodologies and their impact on software engineering from a project manager perspective. A variety of agile methods will be reviewed as well as the pros and cons. Issues associated with planning and controlling agile projects, along with the challenges associated with adopting agile methods are discussed.

Note: Some previous coding experience is highly desirable. The team nature of the project means that extensive programming experience is not required.

SYEG 560 Cyber Security 3 Systems engineering approach to cybersecurity in modern, highly networked organizations in either the private or public sector. NIST's formal framework of terms, concepts, and methods to understand the area of cybersecurity. Studies of realistic threat models and vulnerability assessments. Comprehensive coverage of technical foundations for extant technologies and tools available at different levels (host-based or network-based) to provide cybersecurity--anti-virus software, malware detection, intrusion detection/prevention, firewalls, denial of service attack mitigation, encryption, network monitoring, automatic audit tools, to name just a few. Complications in cybersecurity introduced by emerging trends such as mobile devices and cloud computing. As advocated by most security professionals, this course views the problem of devising cybersecurity solutions as a specific kind of risk management problem. Students are taught how to devise the optimal combination of management procedures and controls along with key technologies to address the relevant sets of cybersecurity threats and vulnerabilities for the organization. We will also cover related organizational concerns such as creating a disaster recovery and business continuity plan that can be used to minimize the impact of potential disruptions, including those related to security. The

role of cybersecurity as part of the larger domain of Information Assurance and regulatory compliance issues for different types of organizations. "Best practices" frameworks for security such as OWASP Top 10 and Security Technical Implementation Guides (STIGS) and resources available from institutions such as CERT, NIST, and SANS. Case studies. From the real world to ground the concepts taught in real-world situations. Undergraduate degree in Computer Science required.

SYEG 562 Secure Software Development 3 Theoretical foundations and best practices in software development security. This course will examine the application of security techniques in all phases of the software life cycle (from requirements analysis through deployment and maintenance) with emphasis on writing secure code and application layer security. This course will provide introductions to the various methodologies to increase secure coding awareness and boost code integrity. Topics will cover common malicious attack vectors in application layer vulnerabilities such as SQL injections, Cross Site Scripting (XSS), and those found in the OWASP Top 10 CWE/SANS TOP 25 Most Dangerous Software Errors. The course will cover static and dynamic code analysis and identify tests, environments, tools, and the documentation of findings. As the tools necessary for effectively conducting secure software development activities largely depends on the technology and languages employed, common languages, platforms, development environments and the unique capabilities of each will be addressed. Prerequisite: SYEG 560

SYEG 563 Case Studies in Cyber Defense 3 This course covers what is needed at the tactical level to implement an enterprise approach for the protection of information systems by integrating technical controls with policies, best practices, and overall guidelines of cybersecurity. This course is designed to focus on the practical application of the detection and prevention of cyber attacks and to assess and limit the damage through proactive defensive cyber operations. This course examines external and internal security threats, and the risks to business relative to people, processes, data, facilities, and technologies. How to implement and manage effective the major technical components of security architectures (firewalls, virtual private networks, etc.) and selected methods of attacking enterprise architectures also will be addressed. Additional topics include conducting risk assessments and the implementation of mitigations/countermeasures; intelligence reporting, threat/vulnerability analysis and risk remediation; management of a security operations center; incident response and handling; business continuity planning and disaster recovery; security policy formulation and implementation; management controls related to cybersecurity programs; and privacy, legal, compliance, and ethical issues.

SYEG 570 Spacecraft Design 3 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.

SYEG 572 Spacecraft Communications and Radar 3 This course presents the fundamentals of satellite communications link design. Existing commercial, civil, and military communications systems are reviewed and analyzed, including direct broadcast satellites, high throughput satellites, VSAT links, and Earth-orbiting and deep space spacecraft. Topics include satellite orbits, link analysis, antenna and payload design, interference and propagation effects, modulation techniques, coding, multiple access, and Earth station design. Modules on optical communications and radar are also included.

SYEG 576 Business Law for Engineers 3 This course introduces engineers to the basic legal principles they will encounter throughout their careers. Course discussions cover contracts (formation, performance, breach, and termination), corporations and partnerships, insurance, product liability, professional liability, intellectual property (patents, trademarks, and copyrights), risk management, environmental law, torts, and evidence and dispute resolution. The course emphasizes those principles necessary to provide engineers with the ability to recognize issues that are likely to arise in the engineering profession and introduces them to the complexities and vagaries of the legal profession.

SYEG 577 Engineering Economics and Finance 3 The course will cover the financial and economic analysis essential for engineering business. 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, cost estimating, and consideration of taxes and inflation. The basics of financial analysis and financial statements will be reviewed. Case studies will be used to apply the engineering economics principles.

SYEG 584 Occupy Mars; Explorations in Space Travel and Colonization 3 This multi-disciplinary course examines the potential for near term travel to and colonization of Mars, including the various environmental, medical and technical challenges of space travel. It covers the basic science and technology involved in space programs, as well as the many different dangers, the benefits, costs, and the political and cultural challenges. The course will start with the history of manned spaceflight, previous unmanned missions to Mars, and planned future missions. We will discuss and develop the requirements for travel to Mars, including the space transportation systems, life support systems, habitat requirements on Mars, and how to sustain life during transit and once on Mars. We will assess the current state of technology, including current US, International, and private space activities, and develop an understanding of what is required to conduct an initial manned mission to Mars, as well as what is required to sustain life on Mars for the long term.
Junior or senior standing required for undergraduates.

SYEG 586 Launch Vehicle Technology and Design Evolution 3 This course provides an overview of launch vehicles and launch vehicle technology, including a foundation for understanding system analysis and design principles as well as the related systems engineering processes. The course will cover the history and evolution of rocketry including the geopolitical influences that have shaped launch vehicle development and design. Government and commercial applications of future launch vehicle architecture and technology will also be explored.

SYEG 598 Special Studies 1 TO 3

SYEG 599 Independent Studies 1 TO 3

SYEG 600 Advanced Systems Engineering and Program Management 3 This course will cover the skills required for systems engineers to move into program management, and for program managers to become successful leaders. The course will examine key system engineering processes and their utility for programmatic decision-making (Risk & Opportunity management, Technical Performance Measures, schedule execution metrics, etc.). We will study transition into program management, with a focus on requisite soft skills (e.g., leadership types, team development and motivation, communication) and hard skills (e.g., decision making, risk management, issue management). We will

study the customer's view and influence on programmatic decisions and execution. Later lectures will consider program leadership and execution within the context of the broader corporate enterprise and address concepts such as corporate strategy, branding, and product development. Prerequisite: SYEG 500.

SYEG 620 Manufacturing Processes and Quality Systems 3 This course teaches the essential components that effective corporations use to achieve implement robust manufacturing process, and rigorous quality systems to ensure maximum customer satisfaction at the lowest overall cost, by delivering quality products and services. Manufacturing Processes and Quality Systems are taught through a series of lectures and hands-on simulations in the lab/design center and projects that demonstrate the critical elements of both Manufacturing Processes and Quality Systems. The essential elements of developing designs for manufacturability, quality control processes and supplier quality within an organization will be reviewed. This course will promote mastery of the basic concepts and practices of manufacturing processes and quality system management through a review of basic manufacturing and quality concepts such as Product and Process Design, Product and Process Control, Six Sigma, Statistical Process Control and Design of Experiment. This course is applicable to a wide range of businesses and organizations including manufacturing, service, government, education, and healthcare.

SYEG 640 Systems Architecture II: Model Based Systems Engineering 3 This course is a follow on course to Systems Architecture that incorporates the use of Model Based Systems Engineering (MBSE) with an additional focus on the Object Management Group's standard system modeling language (SysML). Topics include the history of and influences on MBSE; the role of Ontologies and Meta Models in MBSE; model usage for requirements analysis, specialty engineering, systems architecting, functional analysis, trade space analysis, performance analysis and costing; MBSE in the context of Model Based Engineering (MBE) across disciplines (Systems, Software, Mechanical, Electrical, etc.); and examples of MBSE including System of Systems, Mission Analysis, Operational/Business analysis, and platform-specific system trades space analysis. The SysML focus area will concentrate on development of SysML and physics-based model examples using modeling tool suites to facilitate understanding of the four pillars of SysML: Structure, Behavior, Requirements, and Parametrics, and translate those models into practical solutions. Students will learn to plan the use of MBSE processes and methods in the Systems Engineering lifecycle; leverage the systems architecture context for systems models and specify the boundary conditions for subsequent analytic and simulation studies; select the appropriate level of granularity for modeling various systems engineering trades; use standards-based tools to create, update, and deploy system models; and conduct engineering trade study analyses based on system Quality Attributes. Prerequisite: SYEG 500.

SYEG 650 Systems Architecture I 3 This course will enable students to create, develop, and integrate complex system architectures. Specific goals include 1) improve the student's understanding of the role of system architects and their relationship to systems engineering and integration, 2) applying the system architecture concepts to define an enterprise baseline, 3) creating an architectural blueprint for transforming the enterprise, 4) identifying capability gaps as well as redundancies, and 5) facilitating effective systems integration. Course objectives will be met through lectures, discussions, readings, in-class team exercises, and applied case studies. Prerequisite: SYEG 500 or concurrent enrollment.

SYEG 651 Software Architecture 3 This course will provide an understanding of what software architecture is, why we need it and common architectural patterns used in software-intensive

systems. It examines architecture from different viewpoints to develop understanding of the factors that matter in practice, not just in theory. It examines two aspects that are specific to the issue of evolving software intensive eco-systems: design of domain appropriate architectures and what it means to be an evolvable architecture. Upon completion of this course, the student will understand:

How architecture fits into specification of systems and, more specifically, software intensive systems.

HINT: Architecture is not a development phase!

Common techniques used to visualize software-intensive architectures.

Common techniques used to analyze how well an architecture will support non-functional requirements (i.e., quality attributes) such as safety, security, maintainability, evolvability, usability, etc. of the system.

An overview of common software architectural patterns and the problems they are designed to address, including:

Service, Object and Data Oriented design principles.

Commonly used Embedded and Enterprise architectural solutions.

Centralized and Distributed architectural paradigms and the resultant impact on complexity and sustainability.

Cloud Computing architectures (software as a service, data as a service, infrastructure as a service) and why they are used.

How architectural strategies have evolved over time and the prevailing theories regarding design for evolutionary growth of software eco-systems. Knowledge of computer programming is recommended.

SYEG 662 Secure Software Development 3 Theoretical foundations and best practices in software development security. This course will examine the application of security techniques in all phases of the software life cycle (from requirements analysis through deployment and maintenance) with emphasis on writing secure code and application layer security. This course will provide introductions to the various methodologies to increase secure coding awareness and boost code integrity. Topics will cover common malicious attack vectors in application layer vulnerabilities such as SQL injections, Cross Site Scripting (XSS), and those found in the OWASP Top 10 CWE/SANS TOP 25 Most Dangerous Software Errors. The course will cover static and dynamic code analysis and identify tests, environments, tools, and the documentation of findings. As the tools necessary for effectively conducting secure software development activities largely depends on the technology and languages employed, common languages, platforms, development environments and the unique capabilities of each will be addressed. Coursework will include activities that enable the verification of conformance to establish quality standards (i.e., coding standards), verification of trades of systemic properties (e.g., performance, reliability, security, modifiability), and the instrumentation of the software to characterize risks related to systemic properties and standards nonconformance. This course will provide recommendations for incorporating security into Agile development and address the trends in moving towards SecDevOps. Prerequisites: competency in one systems language (e.g., C) and one scripting language (e.g., Python), and familiarity with basic networking principles. Prerequisite: SYEG 560.

SYEG 664 Advanced Cybersecurity Management 3 This course will focus on incorporating an enterprise approach and using sound systems engineering principles in implementing cybersecurity in today's modern highly complex and interconnected information systems. This course will provide introductions to the various cybersecurity frameworks, standards, and best practices (NIST, COBIT,

ISO/IEC, NERC, HIPAA, CIS Critical Security Controls) in use by both government and commercial sectors. We will explore the benefits and limitations of each and provide detailed instruction on developing a cybersecurity risk management program that would be incorporated into an organization's overall risk profile. Focus of this course will also be placed on reporting cybersecurity metrics and incidents to the board of trustees/directors, the C-suite and other executive leadership. Emphasis will be placed on utilizing the proper business acumen to effectively communicate complex technical cyber problems and challenges. Legal and privacy considerations will be addressed as well as forensics, disaster recovery and incident response planning and management, and security education. The course will cover the importance of third party management and how service level agreements play an integral part in managing risk at the enterprise level. Tabletop exercises, guest speakers and case studies will augment lecture materials on key concepts and principles. Prerequisite: SYEG 560 (may be taken concurrently).

SYEG 668 Systems Engineering Modeling and Analysis 3 This course emphasizes the development of analytic modeling skills and the effective applications of operations research methods in policy, management, and planning settings. 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 systems 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. Undergraduate-level statistics is recommended.

SYEG 673 New Product Design and Development 3 This course will provide students with an overall understanding of the concepts of entrepreneurship, designing a new product, and developing both a business plan and a prototype for that product to bring it to market. It combines MBA and engineering graduate students into teams that will decide upon a new product idea to pursue and then embark on bringing that idea to fruition. While the course is heavily experiential, it will also provide solid models of how to manage this type of function in business or technical settings. This class is not only about learning the process, but also about risk and failure; growing from those experiences and learning how to forge those experiences into workable plans and products.

SYEG 679 Startup Entrepreneurship and Managing Engineering Innovation 3 In a world that is driven by technological change, systems engineers are in a perfect position to understand the diverse technologies that are emerging, find innovative applications, and lead this technological revolution. This course will enable students to acquire the entrepreneurial skills necessary to develop innovative technical products/services and be able to capitalize on it. Specific topics will include 1) role of the system engineer entrepreneur, 2) finding and evaluating technological concepts, 3) building your startup team, 4) financing the startup, 5) protecting your idea, 6) negotiating effective partnerships, 7) getting it built, 8) product distribution into the marketplace, 9) growing the business, 10) planning product evolution. Course objectives will be met through lectures, discussions, readings, in-class team exercises, and applied case studies. At the conclusion of this course, students will make a presentation to venture capitalists and compete for startup funding as well as continuing support (technical, business, legal, marketing, etc.) to enable them to be successful.

SYEG 691 Thesis I 3 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.

SYEG 692 Thesis II 3 Students continue with further research and/or development of their Thesis project for a second semester.

SYEG 695 Preparation for Capstone Project 0 This course is typically taken prior to the SYEG 696 Integrative Project/Thesis. The student develops a project plan, gains advisor approval, and presents the plan to a panel.

SYEG 696 Graduate Capstone Project 3 Capstone course in which each student working individually applies and demonstrates the mastery of the systems engineering process to a complex technical and/or social endeavor. This course should be taken in the last semester of the study program.

SYEG 698 Special Studies 1 TO 3

SYEG 699 Independent Studies 1 TO 3

LMU School of Education

CLINICAL EDUCATION

EDCE 410 Elementary Directed Teaching 9 TO 12 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. Credit/No Credit grading. Admission by special approval.

EDCE 412 Secondary Directed Teaching 9 TO 12 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. Credit/No Credit grading. Special approval required.

EDCE 456 Directed Teaching with Culturally and Linguistically Diverse Students with Mild/Moderate Disabilities 6 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 grading. Special approval required. Corequisite: EDCE 459.

EDCE 459 Student Teaching Seminar 3 Students take this course in conjunction with EDCE 456 Directed Teaching with Culturally and Linguistically Diverse Students with Mild/Moderate Disabilities. Credit/No Credit grading. Special approval required. Corequisite: EDCE 456.

EDCE 461 Teaching Performance Assessment 1 0 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 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 Students enrolled in the course will complete Task 3 of the Teaching Performance Assessment. Fee required. Prerequisites: EDCE 461 and EDCE 462. Concurrent enrollment with EDCE 410 or EDCE 412 required.

EDCE 464 Teaching Performance Assessment 4 0 Students enrolled in the course will complete Task 4 of the Teaching Performance Assessment. Fee required. Prerequisites: EDCE 461 and EDCE 462. Concurrent enrollment with EDCE 410 or EDCE 412 required.

EDCE 498 Special Studies 1 TO 3

EDCE 499 Independent Studies 1 TO 3

EDCE 5950 Teaching Performance Assessment Task 1, Subject Specific Pedagogy 0 Students enrolled in this course will complete Task 1 of the Teaching Performance Assessment. Fee required. Credit/No Credit grading. Special approval required.

EDCE 5951 Teaching Performance Assessment Task 2, Subject Designing Instruction 0 Students enrolled in this course will complete Task 2 of the Teaching Performance Assessment. Fee required. Credit/No Credit grading. Special approval required.

EDCE 5952 Teaching Performance Assessment Task 3, Assessing Learning 0 Students enrolled in this course will complete Task 3 of the Teaching Performance Assessment. Fee required. Credit/No Credit grading. Special approval required. Prerequisites: EDCE 5950 and EDCE 5951.

EDCE 5953 Teaching Performance Assessment Task 4, Culminating Teaching Experience 0 Students enrolled in this course will complete Task 4 of the Teaching Performance Assessment. Fee required. Credit/No Credit grading. Special approval required. Prerequisites: EDCE 5950, EDCE 5951, and EDCE 5952.

EDCE 5961 Early Childhood Fieldwork 1 1

EDCE 5962 Early Childhood Fieldwork 2 1

EDCE 5963 Early Childhood Fieldwork 3 1

EDCE 5970 Fieldwork 1 1 This course is designed to enhance the field experiences of teacher practitioners/interns through reflective 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 grading. Interns and Teacher Practitioners only. Special approval required.

EDCE 5971 Fieldwork 2 1 This course is a continuation of Fieldwork 1. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisite: EDCE 5970.

EDCE 5972 Fieldwork 3 1 This course is a continuation of Fieldwork 2. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisites: EDCE 5970 and EDCE 5971.

EDCE 5973 Fieldwork 4 1 This course is a continuation of Fieldwork 3. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisites: EDCE 5970, EDCE 5971, and EDCE 5972.

EDCE 5974 Fieldwork Support 1 TO 3 This course is offered as additional fieldwork support. Credit/No Credit grading. Intern and Teacher Practitioners only. Special approval required. Prerequisite: EDCE 5970 or EDCE 5971 or EDCE 5972 or EDCE 5973.

EDCE 5976 Elementary Directed Teaching 6 TO 9 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 grading. Special approval required.

EDCE 5977 Secondary Directed Teaching 6 TO 9 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 grading. Special approval required.

EDCE 5978 Directed Teaching with Students with Mild/Moderate Disabilities 6 Teaching experience with culturally and linguistically diverse students with Mild/Moderate disabilities. Seminar required. Lab fee required. Credit/No Credit grading. Special approval required.

EDCE 5981 Special Education Clinical Supervision I 2 TO 3 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 monthly basis. Candidate may request lower unit count (2 semester hours) only if candidate has a prior earned and valid teaching credential. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required.

EDCE 5982 Special Education Clinical Supervision II 2 TO 3 Candidate may request lower unit count (2 semester hours) only if candidate has a prior earned and valid teaching credential. This is a continuation of EDCE 5981. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisite: EDCE 5981.

EDCE 5983 Special Education Fieldwork and Seminar 3 1 This course is a continuation of EDCE 5982. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisites: EDCE 5981 and EDCE 5982.

EDCE 5984 Special Education Fieldwork and Seminar 4 2 This course is a continuation of EDCE 5983, offered in a seminar format, and 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. This course is designed around the needs of the candidates and meets on a weekly basis. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisites: EDCE 5981, EDCE 5982, and EDCE 5983.

EDCE 5998 Special Studies 1 TO 3

EDCE 5999 Independent Studies 1 TO 3

EDCE 6955 Master's Thesis I 1 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 grading.

EDCE 6956 Master's Thesis II 1 A continuation of Master's Thesis I for students who have not completed their master's thesis. Credit/No Credit grading. Special approval required.

EDCE 6957 Master's Thesis III 1 A continuation of Master's Thesis II for students who have not completed their master's thesis. Credit/No Credit grading. Special approval required.

EDCE 6965 Action Research Fieldwork Support Course I 1 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 grading.

EDCE 6966 Action Research Fieldwork Support II 1 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 grading. Prerequisite: EDCE 6965.

EDCE 6995 Comprehensive Examination 0 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 grading. Special approval required.

EDCE 6998 Special Studies 1 TO 3

EDCE 6999 Independent Studies 1 TO 3

ELEMENTARY AND SECONDARY EDUCATION

EDES 402 Teaching Reading in Today's Elementary Classrooms 3 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 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 405 Infancy 3 This course focuses on the first three years of life. It is designed to provide a broad overview of prenatal, infant, and toddler development. Students will advance their understanding of empirical research, application of theory, and analysis. Specifically, theoretical frameworks and contemporary research that have advanced knowledge of infant and toddler development (prenatal to 3 years of age) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones as they are manifested by infants and toddlers as well as be introduced to specific disorders and delays associated with early childhood development. Students will explore the environmental influences on development such as parenting, poverty, second language acquisition, disability, and policy. Field experience will be required.

EDES 406 Early Childhood 3 This course focuses on 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. Field experience will be required.

EDES 407 Child, Family, and Community 3 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 408 Early Childhood Education Programs and Curriculum 3 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. Field experience will be required.

EDES 416 Methodology for Primary Language Instruction in a Bilingual Setting 3 Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content area instruction. Fluency and literacy in Spanish is required. This course is required for the Bilingual Authorization. Special approval required.

EDES 418 Bilingualism and Biliteracy 3 This course focuses on the assessment and implications of the continua of biliteracy development through analysis of case studies. Research on the complexity of factors that impact biliteracy development for preschool through adolescent students will be discussed. Fluency and literacy in Spanish is required. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 420 Chicano/Latino Cultures: An Interdisciplinary Perspective 3 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. This class is conducted bilingually in Spanish and English. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 425 Methods in English Language Development and Specially Designed Academic Instruction in English for Elementary Educators 3 The goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP), or Section 504 plan in elementary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Special approval required.

EDES 426 Methods in English Language Development and Specially Designed Academic Instruction in English for Secondary Educators 3 The goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP), or Section 504 plan in secondary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Special approval required.

EDES 430 Methodology for Chinese Language Instruction in Bilingual Settings 3 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/American-Chinese Cultures: An Interdisciplinary Perspective 3 This course presents a cultural analysis of the diversity within Chinese/American/American Chinese groups, particularly as represented in educational setting. Historical, political, and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups. This course is conducted bilingually in Chinese and English. This course is a requirement for the Bilingual Authorization. Special approval required.

EDES 434 Elementary Curriculum and Methods 3 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. 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. A fieldwork component will be required. Special approval required.

EDES 484 Methods in Teaching Secondary Languages Other Than English 3 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 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 History--Social Science Framework for grades 6-12. A field experience component will be required. Special approval required.

EDES 486 Methods in Teaching Secondary English 3 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. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. A field experience component will be required. Special approval required.

EDES 487 Methods in Teaching Secondary Science 3 This course prepares secondary science teaching candidates to teach science using an inquiry approach as described in the National Science Education Standards (National Research Council, 1996, 2000) by integrating the three dimensions of A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (National Research Council, 2012), in an effort to meet the student's performance expectations outlined in The Next Generation Science Standards (NGSS) (National Research Council, 2013). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for their students. A field experience component will be required. Special approval required.

EDES 488 Methods in Teaching Secondary Math 3 This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS); Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven in to support teachers in creating effective learning environments for their students. A field experience component will be required. Special approval required.

EDES 498 Special Studies 1 TO 3

EDES 499 Independent Studies 1 TO 3

EDES 501 Teaching and Learning in Diverse Communities 3 This course examines the teaching and learning environment through an analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development and learning during childhood and adolescent years. Emphasis is placed on implications for teaching and learning PK-12 schools. Clinical practice is a required component of this course. Consent of Coordinator required.

EDES 502 Creating and Leading Effective Classroom Environments 3 This course is designed to provide an overview of the teaching profession, classroom management and leadership through an equity lens. This course will include an analysis of research, theories, and practice. Teacher candidates will acquire a personal understanding of who they are as teachers and recognize how their individuality and personal beliefs affect their views and actions on teaching. Teacher candidates will explore classroom management strategies that create and sustain positive and productive learning environments for all students. The course also includes an analysis of teacher leadership and the characteristics of effective collaborative relationships within and among schools, families, and communities. Each teacher candidate will begin to develop an individual approach to building an inclusive, productive, and well-structured learning environment. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 503 Language Theory and Pedagogy: Second Language Acquisition 3 Course content includes theoretical perspectives in first and second language acquisition, language teaching methodologies, assessment, identification, and program placement for English Learners (ELs), as well as their practical implications for the classroom. A brief overview of historical, political, and legal issues related to second language acquisition are addressed, as well as their impact on existing educational policies. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 504 Assessment to Inform Instruction for Diverse Students 3 This course will examine best current practices and principles of assessment for diverse students. The characteristics and uses of both formal and informal assessment strategies and instruments and procedures will be studied with emphasis on formative assessment and progress monitoring as well as principles and practices for effective standards-based instruction. Candidates will learn how to design, administer, and interpret a variety of assessment measures to inform instruction. Clinical Practice is a required component of the course. Consent of Coordinator required.

EDES 505 Perspectives and Policies that Guide Education 2 This course will prepare candidates to know the governmental, political, financial, legal, and historical perspectives of education in California as well as laws specific to students with and without disabilities and students who are English Learners. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 506 Using Technology in the Classroom 1 This course is designed to build proficiency in the use of effective technology in the K-12 classroom. Students will explore appropriate use of technology for instruction, engagement, communication, professional development, differentiation, and data analysis. In addition, the course examines classroom technology integration as well as Blended Learning educational environments. Clinical Practice is a required component of the course. Consent of Coordinator required.

EDES 507 Integrated Teaching Methods for Diverse Populations 3 Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Learners, students with an Individualized Education Plan, Individualized Services Plan, or Section 504 plan in all classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, UDL and MTSS. Students will also acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' achievement of state-adopted academic standards in all content areas. This practical course requires participation in, and completion of, clinical practice activities throughout the semester. Consent of Coordinator required.

EDES 508 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom 3 This course addresses the literacy needs of all PK-5 students. Course content includes evidence-based approaches to early literacy instruction, methods to differentiate instruction in English Language Arts, use of appropriate literacy assessments, and methods to implement effective intervention strategies. Response to Intervention (RTI), literacy needs of ELLs and students with mild-moderate disabilities as well as visual/performing/creative arts will be explored as it relates to literacy instruction. Candidates who successfully complete this class should be prepared for the RICA (Reading Instruction Competency Assessment) exam across all reading domains. This course also prepares candidates to teach the CA History Social Science content standards through lesson design and implementation in order to meet the needs of all learners. Visual and Performing arts standards as well as their integration across curriculum are also addressed. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 509 STEM Integrated Methodology and Elementary Curriculum 3 This course is designed to provide opportunities for prospective teachers to provide professional knowledge and competence for teaching Science, Technology, Engineering and Math (STEM) literacy. Students will be engaged in long- and short-term planning, implementing lessons using differentiated instruction and creating

authentic formative and summative assessments that will be used to drive instruction. This course will be taught using an integrated inquiry approach, and Next Generation Science Standards (NGSS) and the California Common Core State Standards in Math (CA CCSSM) will be explored and implemented. Classroom observation and participation will occur simultaneously with coursework, showcasing authentic classroom environments and effective teaching strategies in action. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 510 Elementary Teaching Seminar 3 This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and the expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 511 Content Literacy for Single Subject Educators 3 This course is designed to provide opportunities for those seeking a secondary credential to develop an understanding of the nature of reading and how it impacts content area learning. Throughout the course, candidates will engage in learning and putting into practice a variety of instructional methodologies to meet the literacy needs of all learners. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 512 Secondary Content Methodology for Teaching Languages Other than English 3 This class will address the communicative approach to language instruction. Major themes to include: proficiency-based instruction; the competency-based classroom/curriculum; critical issues in the reception and the production stages of second language acquisition; strategies to support and achieve these goals. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 513 Secondary Content Methodology for Teaching Social Science 3 This course is designed to help prospective teaching candidates observe, collaborate, and develop effective teaching practices aimed at preparing them for the diverse challenges they will face as they enter the education profession. Classes will be structured to create a collaborative learning environment while providing practical activities that prospective teachers will be able to use or adapt once they are teaching a class. 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 Standards for grades 6-12. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 514 Secondary Content Methodology for Teaching English 3 This course addressed 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. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 515 Secondary Content Methodology for Teaching Science 3 This course prepares secondary science teaching candidates to teach science using an inquiry-based approach. Methods for long and short range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for their students. Candidate will utilize the 5E model to integrate the three Next Generation Science Standards (NGSS) dimensions (practices, crosscutting concepts, and disciplinary core ideas) to plan instruction, link scientific knowledge to instructional pedagogy, integrate literacy instruction, effectively engage students through inquiry. design measurable learning objectives that drive instruction, create formative and summative assessments, and organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 516 Secondary Content Methodology for Teaching Math 3 This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS), Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long and short range planning, unit plan design, and creation of authentic assessments are woven in to support teachers create effective learning environments for their students. Candidates learn how to plan instruction by linking mathematical/scientific knowledge to instructional pedagogy, design measurable learning objectives that drive instruction implementation, and organize learning to connect to student culture, prior knowledge, interests, goals, and learning needs to include English learners and students with diverse needs. Candidates learn how to anticipate mathematics learning obstacles, student misconceptions, to plan multiple learning opportunities to increase student learning with a focus on students' mathematical thinking, mathematical representation, mathematical language, mathematics curriculum, culturally responsive instructional planning and implementation, classroom discourse, and assessment (MLD Methodologies). This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 517 Secondary Content Methodology for Teaching Art 3 This seminar builds off early fieldwork experiences and examines the theoretical, historical, and practical issues of art education. The content will be based on the Visual and Performing Arts Framework and California Student Academic Content Standards for Visual Arts. The class provides a context in which to engage in a critical dialogue about the multiple components and issues of arts education for practicing professionals. Through study of important historical as well as contemporary examples of successful models of arts education students will learn, on a very practical level, about the development, implementation, and assessment of a successful and responsible art education curriculum. Projects will involve creating a unit of standards-based lesson plans that demonstrate both theoretical and practical applications of the following: teaching methods, classroom practices, assessment, technology, community and collaboration, teacher preparation and content issues such as multiculturalism, artists and art history, and integration of academic disciplines and state standards into art education. Throughout this

course, students will develop an expertise needed to foster secondary students' capabilities, creativity, imagination, and artistic growth while designing and standards-based curriculum and lessons. Students will discover how artistic perception, creative expression, historical and cultural context, and aesthetic valuing can help them and their students think critically and analytically. Pre-service teachers will also learn the importance of connecting and applying visual arts to other art forms, subject areas, and to careers. Students will develop competency in using technology as a presentation and a research/problem-solving tool. Students will compile course material into a teaching resource portfolio and a professional portfolio. Portfolios will include all class projects and demonstration of understanding exhibited through written and presented materials. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 518 Secondary Teaching Seminar 3 This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and then expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public middle or high school, in the candidate's content area. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 519 Clinical Supervision 1 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 522 Elementary Clinical Supervision 2 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse

populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 523 Elementary Clinical Supervision 3 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 524 Elementary Clinical Supervision 4 2 TO 5 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 532 Secondary Clinical Supervision 2 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed

supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 533 Secondary Clinical Supervision 3 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 534 Secondary Clinical Supervision 4 2 TO 5 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 598 Special Studies 1 to 3

EDES 599 Independent Studies 1 to 3

EDES 5001 Applied Educational Psychology for the Childhood and Adolescent Years 3 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. Special approval required.

EDES 5003 Theories and Policies of Second Language Acquisition 3 Course content includes theoretical perspectives in first and second language acquisition, language teaching methodologies, assessment, identification, and program placement for English Language Learners. 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 and instructional programs for linguistic minorities. Fieldwork is required. Special approval required.

EDES 5101 Teaching and Learning in Diverse Communities 3 This course examines the teaching and learning environment through an analysis of the physical, intellectual, emotional, cultural, and ethnic factors affecting development and learning during childhood and adolescent years. Emphasis is placed on implications for teaching and learning in PK-12 schools. Clinical practice is a required component of this course. Consent of Coordinator required.

EDES 5102 Creating and Leading Effective Classroom Environments 3 This course is designed to provide an overview of the teaching profession, classroom management and leadership through an equity lens. This course will include an analysis of research, theories, and practice. Teacher candidates will acquire a personal understanding of who they are as teachers and recognize how their individuality and personal beliefs affect their views and actions on teaching. Teacher candidates will explore classroom management strategies that create and sustain positive and productive learning environments for all students. The course also includes an analysis of teacher leadership and the characteristics of effective collaborative relationships within and among schools, families, and communities. Each teacher candidate will begin to develop an individual approach to building an inclusive, productive, and well-structured learning environment. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5103 Language Theory and Pedagogy: Second Language Acquisition 3 Course content includes theoretical perspectives in first and second language acquisition, language teaching methodologies, assessment, identification, and program placement for English Learners (ELs), as well as their practical implications for the classroom. A brief overview of historical, political, and legal issues related to second language acquisition are addressed, as well as their impact on existing educational policies. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5104 Assessment to Inform Instruction for Diverse Learners 3 This course will examine best current practices and principles of assessment for diverse students. The characteristics and uses of both formal and informal assessment strategies and instruments and procedures will be studied with emphasis on formative assessment and progress monitoring as well as principles and practices for effective standards-based instruction. Candidates will learn how to design, administer, and interpret a variety of assessment measures to inform instruction. Clinical Practice is a required component of the course. Consent of Coordinator required.

EDES 5105 Perspectives and Policies that Guide Education 2 This course will prepare candidates to know the governmental, political, financial, legal, and historical perspectives of education in California as well as laws specific to students with and without disabilities and students who are English Learners. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5106 Using Technology in the Classroom 1 This course is designed to build proficiency in the use of effective technology in the K-12 classroom. Students will explore appropriate use of technology for instruction, engagement, communication, professional development, differentiation, and data analysis. In addition, the course examines classroom technology integration as well as Blended Learning educational environments. Clinical Practice is a required component of the course. Consent of Coordinator required.

EDES 5107 Integrated Teaching Methods for Diverse Populations 3 Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Learners, students with an Individualized Education Plan, Individualized Services Plan, or Section 504 plan in all classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and production language skills, UDL and MTSS. Students will also acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' achievement of state-adopted academic standards in all content areas. This practical course requires participation in, and completion of, clinical practice activities throughout the semester. Consent of Coordinator required.

EDES 5108 Integrating Early Literacy, Social Studies, and the Arts in a 21st Century Classroom 3 This course addresses the literacy needs of all PK-5 students. Course content includes evidence-based approaches to early literacy instruction, methods to differentiate instruction in English Language Arts, use of appropriate literacy assessments, and methods to implement effective intervention strategies. Response to Intervention (RTI), literacy needs of ELLs and students with mild-moderate disabilities as well as visual/performing/creative arts will be explored as it relates to literacy instruction. Candidates who successfully complete this class should be prepared for the RICA (Reading Instruction Competency Assessment) exam across all reading domains. This course also prepares candidates to teach the CA History Social Science content standards through lesson design and implementation in order to meet the needs of all learners. Visual and Performing arts standards as well as their integration across curriculum are also addressed. Clinical practice is a required component of this course. Consent of Coordinator required.

EDES 5109 STEM Integrated Methodology and Elementary Curriculum 3 This course is designed to provide opportunities for prospective teachers to provide professional knowledge and competence for teaching Science, Technology, Engineering and Math (STEM) literacy. Students will be engaged in long and short term planning, implementing lessons using differentiated instruction and creating authentic formative and summative assessments that will be used to drive instruction. This course will be taught using an integrated inquiry approach and Next Generation Science Standards (NGSS) and the California Common Core State Standards in Math (CA CCSSM) will be explored and implemented. Classroom observation and participation will occur simultaneously with coursework, showcasing authentic classroom environments and effective teaching strategies in action. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5110 Elementary Teaching Seminar 3 This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and then expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public elementary school. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5111 Content Literacy for Single Subject Teachers 3 This course is designed to provide opportunities for those seeking a secondary credential to develop an understanding of the nature of reading and how it impacts content area learning. Throughout the course, candidates will engage in learning and putting into practice a variety of instructional methodologies to meet the literacy needs of all learners. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5112 Secondary Content Methodology for Teaching Languages Other than English 3 This class will address the communicative approach to language instruction. Major themes to include: proficiency-based instruction; the competency-based classroom/curriculum; critical issues in the reception and the production stages of second language acquisition; strategies to support and achieve these goals. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5113 Secondary Content Methodology for Teaching Social Science 3 This course is designed to help prospective teaching candidates observe, collaborate, and develop effective teaching practices aimed at preparing them for the diverse challenges they will face as they enter the education profession. Classes will be structured to create a collaborative learning environment while providing practical activities that prospective teachers will be able to use or adapt once they are teaching a class. 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 Standards for grades 6-12. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5114 Secondary Content Methodology for Teaching English 3 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. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5115 Secondary Content Methodology for Teaching Science 3 This course prepares secondary science teaching candidates to teach science using an inquiry-based approach. Methods for long and

short range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for their students. Candidates will utilize the 5E model to integrate the three Next Generation Science Standards (NGSS) dimensions (practices, crosscutting concepts, and disciplinary core ideas) to plan instruction, link scientific knowledge to instructional pedagogy, integrate literacy instruction, effectively engage students through inquiry, design measurable learning objectives that drive instruction, create formative and summative assessments, and organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5116 Secondary Content Methodology for Teaching Math 3 This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS), Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven in to support teachers create effective learning environments for their students. Candidates learn how to plan instruction by linking mathematical/scientific knowledge to instructional pedagogy, design measurable learning objectives that drive instruction implementation, and organize learning to connect to student culture, prior knowledge, interests, goals, and learning needs to include English learners and students with diverse needs. Candidates learn how to anticipate mathematics learning obstacles, student misconceptions, to plan multiple learning opportunities to increase student learning with a focus on students' mathematical thinking, mathematical representation, mathematical language, mathematics curriculum, culturally responsive instructional planning and implementations, classroom discourse, and assessment (MLD Methodologies). This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5117 Secondary Content Methodology for Teaching Art 3 This seminar builds off early fieldwork experiences and examines the theoretical, historical, and practical issues of art education. The content will be based on the Visual and Performing Arts Framework and California Student Academic Content Standards for Visual Arts. The class provides a context in which to engage in a critical dialogue about the multiple components and issues of arts education for practicing professionals. Through study of important historical as well as contemporary examples of successful models of arts education students will learn, on a very practical level, about the development, implementation, and assessment of a successful and responsible art education curriculum. Projects will involve creating a unit of standards-based lesson plans that demonstrate both theoretical and practical applications of the following: teaching methods, classroom practices, assessment, technology, community and collaboration, teacher preparation and content issues such as multiculturalism, artists and art history, and integration of academic disciplines and state standards into art education. Throughout this course, students will develop the expertise needed to foster secondary students' capabilities, creativity, imagination, and artistic growth while designing and standards-based curriculum and lessons. Students will discover how artistic perception, creative expression, historical and cultural context, and aesthetic valuing can help them and their students think critically and analytically. Pre-service teachers will also learn the importance of connecting and applying visual arts to other art forms, subject areas, and to careers. Students will develop competency in using technology as a presentation and a research/problem-solving tool. Students will compile course material into a

teaching resource portfolio and a professional portfolio. Portfolios will include all class projects and demonstration of understanding exhibited through written and presented materials. Clinical Practice is a required component of this course. Consent of Coordinator required.

EDES 5118 Secondary Teaching Seminar 3 This seminar is taken during the final semester of the program, concurrently with the culminating semester of Clinical Practice. Clinical practice begins on two full days per week for the first seven weeks and then expands to full-time in the last eight weeks. Candidates will be supervised during their student teaching which will take place in one culturally diverse public middle or high school, in the candidate's content area. Supervision and support will be provided by a master teacher and LMU fieldwork instructor, while working with individuals, small groups, and the entire class. The seminar will focus on the continued development and support of classroom management, planning, teaching, and assessment strategies that foster academic achievement in all content areas for all students. Attendance at weekly seminar is required. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5119 Clinical Supervision 1 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5122 Elementary Clinical Supervision 2 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5123 Elementary Clinical Supervision 3 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5124 Elementary Clinical Supervision 4 2 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5132 Secondary Clinical Supervision 2 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the

teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5133 Secondary Clinical Supervision 3 1 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5134 Secondary Clinical Supervision 4 2 This course is designed to meet fieldwork requirements and enhance the fieldwork experiences of teacher education candidates. Candidates enrolled in Field Experience courses are required to demonstrate mastery of the California Teaching Performance Expectations (TPEs) during classroom demonstrations. Candidates also receive support through reflective discussions that evolve around events in content classes, field experiences, supervised teaching, and collaboration between the candidates, university personnel, and the district-employed supervisor.

The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Offered on a Credit/No Credit basis only. Consent of Coordinator required.

EDES 5200 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Elementary Educators 3 Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP) or Section 504 plan in all elementary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted

academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Special approval required. Prerequisite: EDES 5003.

EDES 5250 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Secondary Educators 3 Goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs), ELLs with an Individualized Education Plan (IEP), Individualized Services Plan (ISP) or Section 504 plan in all secondary classroom settings. Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards. This practical course requires the classroom implementation of various activities throughout the semester. Fieldwork hours are required. Special approval required. Prerequisite: EDES 5003.

EDES 5251 Methods in Teaching Secondary Languages Other Than English 3 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 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. A fieldwork component will be required. Special approval required.

EDES 5253 Methods in Teaching Secondary English 3 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. Methods and content are closely tied to the California Common Core State Standards for grades 6-12. A field experience component will be required. Special approval required.

EDES 5254 Methods in Teaching Secondary Science 3 This course prepares secondary science teaching candidates to teach science using an inquiry approach as described in the National Science Education Standards (National Research Council, 1996, 2000) by integrating the three dimensions of A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (National Research Council, 2012), in an effort to meet the student's performance expectations outlined in The Next Generation Science Standards (NGSS) (National Research Council, 2013). Methods for long- and short-range planning, unit plan design, and creation of authentic assessments are woven together to

support teachers in creating effective learning environments for their students. A fieldwork component will be required. Special approval required.

EDES 5255 Methods in Teaching Secondary Math 3 This course prepares candidates to teach mathematics using a balanced approach, including computational and procedural skills, conceptual understanding, and problem solving/inquiry, outlined in the California Mathematics Framework, National Common Core State Standards (CCSS), Mathematical Practice Standards (MP), and Smarter Balanced Assessment Consortium (SBAC). Methods for long-and short-range planning, unit plan design, and creation of authentic assessments are woven in to support teachers in creating effective learning environments for their students. A fieldwork component will be required. Special approval required.

EDES 5256 Methods in Teaching Secondary Art 3 This course 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. A field experience component will be required. Special approval required.

EDES 5320 Chicano/Latino Cultures: An Interdisciplinary Perspective 3 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. This class is conducted bilingually in Spanish and English. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 5324 Bilingualism and Biliteracy 3 This course focuses on the assessment and implications of the continua of biliteracy development through analysis of case studies. Research on the complexity of factors that impact biliteracy development for preschool through adolescent students will be discussed. Special approval required.

EDES 5325 Curriculum and Instructional Leadership in a Bilingual Setting 3 Theory and application of curriculum development to bilingual instructional programs. These include design, organizational patterns and resources, materials and media, change strategies, and evaluation. Special approval required.

EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective 3 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. This class is conducted bilingually in Chinese and English. This course is a requirement of the Bilingual Authorization. Special approval required.

EDES 5400 Developmental Theories 3 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. Special approval required.

EDES 5401 Infancy 3 This course focuses on the first three years of life. It is designed to provide a broad overview of prenatal, infant, and toddler development. Students will advance their understanding of empirical research, application of theory, and analysis. Specifically, theoretical frameworks and contemporary research that have advanced knowledge of infant and toddler development (prenatal to 3 years of age) will be examined and analyzed. Students will be able to demonstrate knowledge of developmental milestones as they are manifested by infants and toddlers as well as be introduced to specific disorders and delays associated with early childhood development. Students will explore the environmental influences on development such as parenting, poverty, second language acquisition, disability, and policy. Field experience will be required. Special approval required.

EDES 5402 Early Childhood 3 This course focuses on 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. Field experience will be required. Special approval required.

EDES 5403 Cognition and Language 3 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. Special approval required.

EDES 5404 Child, Family, and Community 3 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. Special approval required.

EDES 5405 Early Childhood Education Programs and Curriculum 3 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. Field experience will be required. Special approval required.

EDES 5406 Social and Emotional Development 3 Core theories of social and emotional development will be critically analyzed and applied in the contemporary world as well as recent research findings.

Students will demonstrate knowledge in core components of social development including self-concept, identity, temperament, personality behavior, peer relationships, parent-child relationships, socialization, social competence, and environmental influences such as childcare, schools, communities, culture, and the media. Students will demonstrate knowledge in core components of emotional development including attachment, identification of feelings, emotional regulation, risk and resiliency. Field experience will be required. Special approval required.

EDES 5407 Research Methods and Early Childhood Assessment 3 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. Field experience will be required. Special approval required.

EDES 5408 Early Childhood Education Program Administration 3 The focus of this course is to provide an overview of the knowledge and skills necessary to develop and administer an early care and education facility. Instruction will examine the management, supervision, and leadership of early childhood programs that serve children from infancy through age eight within the framework of planning, implementing, and evaluating programs of various sponsorship and purpose. Topics of special consideration will include: leadership and staff management, enrollment and public relations, program philosophy and curriculum, ethics, physical facilities, finance and budget, family and community relations, government/state licensing regulations, program evaluation and accreditation systems, environmental space planning, health and safety issues, in addition to other relevant administrative topics. Moreover, this course covers the history and goals of early childhood education, including laws governing early childhood centers and illustrating how historical and contemporary societal pressures influence early care and education programs with a focus on administrative issues. Fieldwork experience will be required. Special approval required.

EDES 5964 Leadership and Clinical Practice 2 This course is designed to enhance the field experience 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 customized around the early childhood interests of the candidates. Credit/No Credit grading. Special approval required.

EDES 5998 Special Studies 0 TO 3

EDES 5999 Independent Studies 1 TO 3

EDES 6001 Theory and Applications in Developmental Reading Instruction 3 This graduate course considers linguistic, physiological, psychological, and cultural concerns, which address the literacy needs of all learners, which include differentiated instruction, Response to Intervention, and literacy techniques for English Language Learners. Approaches, methods, processes, and techniques for teaching literacy skills in grades PK-12 are discussed.

EDES 6002 Assessing the Reading Performance of Struggling Readers 3 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.

EDES 6003 Detection and Diagnosis of Literacy Difficulties 3 This course is a study of the detection and diagnosis of literacy difficulties of elementary, middle, and high school students. It includes an introduction and examination of methods and materials best suited for correcting reading deficiencies as well as techniques for promoting better reading, writing and study habits.

EDES 6004 Looking at the Classroom Culture through a Linguistic Lens 3 This course provides opportunities to study teaching as a linguistic process for creating and maintaining classroom culture. The course emphasizes a holistic exploration of the influences of language interactions (examining language attitudes and practices through discourse analysis), language structure (phonology and phonetics, morphology and syntax), language assessment, and language/literacy development as foundations for first and second language and literacy acquisition.

EDES 6005 Resourcing and Implementing Technology for Effective Reading 3 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 nationally and locally, the digital divide, gender and ethnic bias, evaluation and appropriate use of educational technologies and assistive technologies.

EDES 6006 Literacy Curriculum and Design Implementation 3 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 the 2015 Every Student Succeeds Act (ESSA).

EDES 6007 Critical Analysis of Current Literacy Education in Urban Schools 3 In this course, candidates will engage in a critical analysis of literacy research that examines current models of the reading process and their influence on the curriculum, as well as instructional and assessment issues in reading language arts. Emphasis will be placed on the understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read.

EDES 6008 Motivating All Readers in the Content Areas 3 This course examines the teaching of reading in and across subject matter disciplines. It will provide research-based foundational knowledge to help teachers make sound instructional decisions for struggling readers with regards to content-area reading instruction and intervention methods for middle school, high school, and adult readers in urban and under-resourced settings.

EDES 6009 Evidence-Based Strategies in Reading for Emergent Bilingual Learners 3 This course will explore the role language differences plays in learning to read and comprehend English. Since most major urban centers in the US have a large percentage of language minority students, teachers need

to be aware of evidence-based strategies and practices that will promote and encourage learning for all children.

EDES 6080 Advance Course 1: Special Populations, English Language Learners, Health, and Technology 3 This course integrates the advanced study of technology with the study of teaching English Learners and Special Needs students. The course will address pedagogy and equity for all students by advancing the study of, and methods for, delivering appropriate educational services to students with exceptional needs, and the study of teaching English learners which build upon, extend, and deepen candidates' subject matter and pedagogic knowledge based on their preliminary credential programs and the California Standards for the Teaching Profession (CSTP). Candidates will address the areas of information literacy, the digital divide, and using technology to create lifelong learners. Health and safety issues, student wellness and resiliency, as well as classroom emergency response plans, are all addressed in the coursework to help candidates maximize learning and maintain well-managed classrooms. Special approval required.

EDES 6081 Advance Course 2: Special Populations, English Language Learners, Health, and Technology 3 This course integrates the advanced study of technology and the teaching of English Learners and Special Needs students. The course will address pedagogy and equity for all students by advancing the study of, and methods for, delivering appropriate educational services to student with exceptional needs, and the study of teaching English learners which build upon, extend, and deepen candidates' subject matter and pedagogic knowledge based on their preliminary credential programs and the California Standards for the Teaching Profession (CSTP). Candidates will address the areas of information literacy, the digital divide, and using technology to create lifelong learners. Health and safety issues, student wellness and resiliency, as well as classroom emergency response plans, are all addressed in the coursework to help candidates maximize learning and maintain well-managed classrooms. Special approval required.

EDES 6103 Curriculum and Instructional Leadership 3 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. Special approval required.

EDES 6200 Elementary School Curriculum and Methods 3 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. A field experience component will be required. Special approval required.

EDES 6202 Teaching Reading for Today's Learners 3 This course considers linguistic, physiological, psychological, and cultural concerns which address the literary 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 mild-moderate disabilities, as well as methods, processes, and techniques for teaching literacy skills in grades K-12. Fieldwork is required. This course prepares candidates for the RICA. Special approval required.

EDES 6203 Reading and Content Learning in Middle and Secondary Schools 3 This course is designed to provide opportunities for those seeking a secondary credential to develop an understanding of the nature of reading and how it impacts content area learning. Emphasis is placed on the role of subject-matter teachers in the overall school reading program. The course provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students. Fieldwork is required. Special approval required.

EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting 3 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 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 6340 Educational Linguistics 3 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 6345 Literacy Fieldwork 1 TO 3 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 grading. Special approval required.

EDES 6350 Linguistics and Reading 3 This course provides opportunities to study teaching as a linguistic process for creating and maintaining classroom culture. The course emphasizes a holistic exploration of the influences of language interactions (examining language attitudes and practices through discourse analysis), language structure (phonology and phonetics, morphology and syntax), language assessment, and language/literacy development as foundations for first and second language and literacy acquisition. Special approval required.

EDES 6351 Assessment in Reading Performance 3 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. Special approval required.

EDES 6352 Seminar: The Reading Professional 3 This course is designed to help students gain research skills and knowledge about literacy contexts, theories, practices, and the ways in which the social and cultural dimensions of literacy influence, and are influenced by, educational policies. Students will

evaluate historical, educational, and social research to prepare for a final PowerPoint presentation. Special approval required.

EDES 6353 Technology and Reading 3 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 nationally and locally, the digital divide, gender and ethnic bias, evaluation and appropriate use of educational technologies and assistive technologies. Special approval required.

EDES 6354 Reading Development and Instruction 3 This graduate course considers linguistic, physiological, psychological, and cultural concerns which address the literacy needs of all learners, which include differentiated instruction, Response to Intervention (RTI), and literacy techniques for English Language Learners. Approaches, methods, processes, and techniques for teaching literacy skills in grades P-12 are discussed. This course meets the requirements for the Master's degree in Reading Instruction and is a required course for the Reading and Literacy Added Authorization. Special approval required.

EDES 6355 Introduction to Reading Difficulties 3 This course is a study of the detection and diagnosis of literacy difficulties of elementary, middle, and high school students. It includes an introduction and examination of methods and materials best suited for correcting reading deficiencies as well as techniques for promoting better reading, writing, and study habits. Special approval required. Prerequisite: EDES 6202 or EDES 6354. Corequisite: EDES 6356.

EDES 6356 Diagnosis and Intervention in Reading--Practicum I 3 This practicum includes an in-depth study of prescriptive teaching techniques. Students learn to assess and plan intervention strategies to help develop literacy skills in children who are struggling with the reading process. Included among the techniques are: specific skill and psychological tests, screening tests of vision and hearing, as well as interpreting and writing case studies. Special approval required. Prerequisite: EDES 6202 or EDES 6354. Corequisite: EDES 6355.

EDES 6357 Diagnosis and Intervention in Reading--Practicum II 3 This course 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 leadership skills. Special approval required. Prerequisite: EDES 6355 or EDES 6356.

EDES 6358 Research and Trends in Reading Education 3 In this course, candidates will engage in a critical analysis of literacy research that examines current models of the reading process and their influence on the curriculum, as well as instructional and assessment issues in reading language arts. Emphasis will be placed on the understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read. Special approval required. Prerequisite: EDES 6355 or EDES 6356.

EDES 6359 Field Experience--The Reading Professional 3 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. Special approval required. Prerequisites: EDES 6357 and EDES 6358.

EDES 6441 Universally Designed Curriculum and Instruction and Assistive Technology 1 This course will prepare educators to design curriculum and instruction to meet the varying abilities of all students. The principles of Universal Design for Learning (UDL) as well as the components of Assistive Technology (AT) will be the content of the course. Candidates will be able to design lessons incorporating the UDL principles and the appropriate use of AT to maximize the learning for all students. Content-specific clinical practice is a required component of this course. Admission to Catholic Inclusive Education Certificate program required.

EDES 6442 Socio-emotional Learning and Positive Behavior Support 3 Candidates will learn the principles of socio-emotional learning as they relate to student success in school and in daily living. Candidates will learn how to implement strategies of positive behavior support in order to promote self-esteem and self-advocacy and maximize instructional time. Content-specific clinical practice is a required component of this course. Admission to Catholic Inclusive Education Certificate program required. Prerequisite: EDES 6441.

EDES 6443 Assessment and Instruction for Students with Varying Abilities 3 Candidates will be prepared to assess students with a range of abilities in order to plan appropriate instruction for the students. Candidates will know how to implement evidence-based informal and formal assessment strategies in order to monitor student progress utilizing tiered levels of support based on laws and policies for Catholic schools. Content-specific clinical practice is a required component of this course. Admission to Catholic Inclusive Education Certificate program required. Prerequisite: EDES 6441.

EDES 6444 Practicum in Catholic Inclusive Education 2 Candidates will participate in a digitally supervised practicum in order to develop the expertise required for candidates to demonstrate the knowledge and skills required for Catholic inclusive educators following laws and policies related to Catholic schools. Credit/No Credit grading. Prerequisites: EDES 6441, EDES 6442, EDES 6443, EDLA 6430, and EDUR 6606.

EDES 6445 Policies and Practices for Students with Varying Abilities 3 Survey of current issues and trends in the education of students with varying abilities, e.g., theoretical instructional systems, use of research findings in program implementation, with an emphasis on the history and critical analysis of inclusive education in Catholic, private, and public schools, including organizational models. Completion of Catholic Inclusive Education Certificate required. Catholic Inclusion M.A. students only.

EDES 6446 Capstone Project 3 This is the capstone course in the Catholic Inclusive Education M.A. program. Students will be expected to complete a research project focusing on Catholic inclusion. Credit/No Credit grading. Catholic Inclusive Education M.A. students only with a B (3.0) average in program coursework required. Prerequisites: EDES 6441, EDES 6442, EDES 6443, EDES 6444, EDES 6445, EDLA 6105, EDLA 6430, EDLA 6431, EDUR 6100, and EDUR 6606.

EDES 6608 Research Methods in Special Education 3 This course will provide candidates with knowledge and skills in the interpretation and application of evidence-based practices and research methodology in special education. Topics include methods for conducting survey research, experimental and quasi-experimental research, and qualitative research. Emphasizes analyses of specific issues in special education. Special Education Program only.

EDES 6609 Advanced Inclusionary Practices for Students with High Incidence Disabilities 3 This course will examine advanced evidence-based strategies for accommodating and adapting instruction for exceptional learners with high incidence disabilities who may be culturally and/or linguistically diverse. Special Education Program only.

EDES 6610 Special Topics in Special Education 3 This course will explore current issues related to characteristics, educational methods, and curricula, and questions, problems, concerns, and movements connected to the education of children and youth with learning disabilities, emotional/behavioral disorders, and autism spectrum disorders. Special Education Program only.

EDES 6611 Master's Professional Project 3 This course supports an applied research project resulting in a paper that involves original collection or treatment of data and/or results. The Professional Project involves original research and exemplifies a contribution to scholarship. The final Professional Project is a paper of scholarly quality and should address a current area of inquiry. Special Education Program only.

EDES 6900 Educational Studies Capstone Project 3 In this course candidates will integrate his or her individualized program of study into a problem of practice paper that identifies and describes a real-world issue or problem in education. It will require the integration of literature, course material, learning from previous courses as well as life experience and will utilize that information to complete an evidence-based solution to a real-world problem of practice. The final papers will be presented to a panel of faculty and students. Each cohort of candidates taking the capstone course will meet regularly to share the problems and solutions each student is examining in their problem of practice paper; discuss progress, challenges, and questions; and exchange feedback and ideas across a range of issues in education.

EDES 6995 Comprehensive Examination 0 The Comprehensive Examination is usually taken during, or immediately following, the last semester of coursework completion. It may be 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 3

EDES 6999 Independent Studies 1 TO 3

EDES 8000 Health Education 1 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 grading.

EDUCTIAONAL LEADERSHIP

EDLA 489 Leadership Seminar I 1 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 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 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 EDLA 490.

EDLA 498 Special Studies 1 TO 3

EDLA 499 Independent Studies 1 TO 3

EDLA 6101 Foundations of Charter School Leadership: Vision of Learning for Diverse Students, Families, Staff, and Community 3 This course focuses on educators as leaders and change facilitators. Leadership theory, effective communication, effective group facilitation, community relations, will be analyzed through the specific lens of a charter school leader. Methods to articulate a vision consistent with well-developed educational philosophy will be explored. Candidates will participate in learning 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. Candidates will develop a concept for a new charter school and complete Element I of a standard charter petition that includes Mission and Vision of the school, educational program, learning goals and how those goals inspire and enable self-motivated, competent life-long learners. Certificate in Charter School Leadership candidates only.

EDLA 6102 Charter School Instructional Leadership: Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community 3 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 school or organization while addressing the specific challenges and needs of a charter school. 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. 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. Candidates will complete crucial elements of their charter petition started in EDLA 6101 with emphasis on the instructional program and curriculum, instructional framework, meeting the needs of numerous sub-groups of students, and teaching methodologies and ongoing professional development (Elements 1, 2, and 3). Prerequisite: EDLA 6101. Certificate in Charter School Leadership candidates only.

EDLA 6103 Specialized Charter School Leadership Preparation with Petition Writing Lab 4 This course will provide an overview of business aspects and management needs 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. Additionally, candidates will participate in a writing lab to complete the charter school petition. Prerequisites: EDLA 6101 and EDLA 6102. Certificate in Charter School Leadership candidates only.

EDLA 6105 Assessment and Research Methodology 3 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 6200 Foundations of Leadership 3 This course lays the foundation for school leadership and introduces the fundamental skills related to problem solving and communication. This course requires learners to reflect on leadership skills and dispositions in the context of leadership theories and problems of practice. Critical pedagogy and social justice are the emphasis.

EDLA 6201 Educational Leader as Researcher 3 This course prepares candidates to lead school systems using quantitative and qualitative methods of inquiry with a focus on student growth and achievement. Applying improvement science principles, the student will apply research skills towards addressing a problem of practice.

EDLA 6202 Curriculum, Instruction, and Assessment 3 This course explores the historical and current educational policies and practices with regard to curriculum design, curriculum standards, accountability and student assessment systems.

EDLA 6203 School Finance and Human Resources 3 Candidates will study the concepts and current practices in the management of business functions in schools. Course will emphasize practical local, state, and federal policy issues related to budgeting and finance, operations, and human resource development.

EDLA 6204 Innovation, Entrepreneurial Leadership and Design Thinking 3 Candidates study how to lead organizations with a spirit and application of innovation and entrepreneurship. This course is designed to introduce students to entrepreneurship as an effective growth mindset for leader in any aspect of education.

EDLA 6205 Diversity, Equity, and Inclusion 3 This course is focused on preparing candidates to lead a diverse, equitable, and inclusive organizational culture, culturally responsive pedagogy, cultural and ethnic diversity, equity, and access to the core curriculum. Candidates will learn key analytical constructs (such as race, ethnicity, gender, ability, sexual orientation, SES) and how their individual and combined efforts affect impact and can be drawn upon to inform instruction, assessment, and leadership. Candidates will explore, develop and critique useful strategies for assertively addressing educational issues related to diverse populations that lead to culturally-responsiveness in our

curricular choices, pedagogical practices, policies, academic pathways, programming, critical pedagogy, and critical literacy.

EDLA 6206 Cura Personalis: Fostering a Community of Care 3 This course focuses candidate learning on the Jesuit spiritual principal of Cura Personalis (care for the whole person) as it applies to equitable education environments. Candidate learning will focus on the tenets of social-emotional learning as it pertains to teaching and learning. Candidates will articulate the importance of overall wellness for children and adults in today's educational landscape within their context of leadership. This course focuses on building adult skills and beliefs in the following areas: SEL and trauma-informed leadership; fostering of positive, student-focused organizational culture, climate, a; and establishing routines and structures that guide assessment, instruction, and student support.

EDLA 6207 Governance, Law, and Policy 3 This course requires candidates to examine the laws and policies and accountability structures that govern the K-12 and higher education systems for the educational leader. The course examines the legal framework for public and private education and the relationship between law and policy in K-12 education from the perspectives of educational leaders who are committed to advancing social justice.

EDLA 6208 Supervision, Coaching and a Culture of Professional Learning 3 Candidates study how to lead organizations with a strategic and balanced approach to Supervision, Coaching and Professional Learning. Candidates will learn about local and national standards for the teaching profession and current systems for supervising and managing faculty and staff.

EDLA 6209 Community, Family and Stakeholder Engagement 3 Candidates study how to engage the school stakeholders in meaningful collaborative decision-making. Learning about and developing multiple opportunities of collaboration with the community of a school to strengthen the school's ability to achieve through a culturally relevant approach will be studied.

EDLA 6420 An Invitation to Lead 1 This course explores foundational leadership theory and Catholic Church documents to support candidates' call to leadership. Students examine their vision for education and identify their individual attributes as a leader. This course provides skill building in contemplative practice and critical reflection as a school leader. Certificate candidates establish rapport and community among LMU faculty and their Leadership cohort.

EDLA 6421 Vision of Learning for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component 3 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. ISLA only.

EDLA 6422 Responding to Diversity: Access, Equity, and Educational Opportunity 3 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. This course specifically addresses access, equity, and educational opportunity issues as they relate to the schooling process for historically underserved and disenfranchised students. The major themes covered in the course are: the role of schooling in a democratic society, socio-cultural perspectives of the schooling process, biculturalism and critical pedagogy, and institutional agents and supportive schools. Grade of B- or higher required. ISLA only.

EDLA 6423 Student Learning and Professional Growth for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component 3 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. ISLA only.

EDLA 6424 Organizational Management for Student Learning 3 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.

EDLA 6425 Transforming Organizations for Diverse Students, Families, Staff, and Community and Residency/Fieldwork Component 3 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. ISLA only.

EDLA 6426 Instructional Technology for School Leaders 2 This graduate-level course is intended to provide candidates with the core foundational skills to lead a school with appropriate and effective instructional and administrative technologies. The dynamic nature of technology development and innovation requires strategies to ensure service populations are informed and skilled. The course will examine the theoretical educational models and how they impact instructional technology as well as technology research and decision making, planning for the future, classroom integration, assessment

and analytics, professional development, communication, administrative technology, leadership, and school-wide technology adoption. ISLA only.

EDLA 6427 Advocacy from a Legal Perspective 3 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. 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.

EDLA 6428 Business of Education 3 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. 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.

EDLA 6429 Specializing in Charter Schools 3 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 Spiritual Leadership in Catholic Education 3 This course provides novice and aspiring administrators with skills, knowledge, and disposition to serve as a spiritual leader in the Catholic school setting. The course focuses on the historical roots of Catholic education as it relates to the mission of the Church in a contemporary context. Students will examine the practices of Religious Education and Catholic identity that promote mature faith formation. Students will analyze 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, catechetical leadership, governance, law, and policy in Catholic education.

EDLA 6431 Organizational Leadership in Catholic Education 3 This course prepares novice and aspiring Catholic school administrators to understand the complexities of managing personnel, payroll, tuition, and private school finance, and understand the imperative nature of strategic planning, marketing, board development, and fundraising. Students will also explore the role of ethics in their administration of Catholic school finance. Candidates will investigate, evaluate, and plan the daily

operation of Catholic schools in order to achieve organizational goals and lead to the safe, productive operation of schools. There is an emphasis on cultural and linguistic diversity, exceptionalism, the successful development of English Language Learners, and the parent-school relationship.

EDLA 6432 Instructional Leadership in Catholic Education 3 This course provides the novice 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. The course focuses on three essential questions: What is the purpose of academic excellence in a Catholic school? What are the cultural and organizational dispositions that foster an academically rigorous and doctrinally sound program of education? How does research and practice inform the structural elements that support a culture for learning?

EDLA 6433 Visions of Learning 3 This course focuses on Catholic educators as leaders and change facilitators. Emphasis will be on leading the faculty, students, and parents in a spiritual community of faith formed in the teachings of the Catholic Church and the traditions of Ignatian spirituality. Private school law and ethics, governmental intersections, political context, financial impact, legal dimensions of practice, and historical perspectives of all education in the United States will be studied. Leadership theory, effective communication, effective group facilitation, community relations, will be taught and analyzed. Methods to articulate a shared vision consistent with well-developed educational philosophy will be explored within the context of a professional learning community. There will be an emphasis on building intercultural competency, socio-economic and linguistic diversity, Catholic school inclusion, and the parent-school relationship. This course is aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools for use in planning and assessment.

EDLA 6434 Student Learning and Professional Growth 3 This course assists new and aspiring Catholic school administrators in understanding the dynamic relationship between teaching, learning, assessment and leadership. Focus will be placed on individualization of student instruction, evaluation and assessment of instructional practices, skill in design and implementation of instructional sequences, curriculum standards-based instruction for all students, observations, evaluations and interventions, accountability systems, data-based decision making, and professional development. There will be an emphasis on building intercultural competency, socio-economic and linguistic diversity, Catholic school inclusion, and the parent-school relationship. This course is aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools for use in planning and assessment.

EDLA 6435 Transforming Organizations 3 This course assists new and aspiring Catholic school administrators in developing skills in transformational leadership to design, plan, and implement strategic planning processes to support and sustain educational achievement. The implementation of a professional learning community in the Catholic school context will emphasize ongoing and continuous improvement as a cultural expression of ongoing and continuous planning strategies to benefit student learning. Strategic planning for Catholic schools brings all aspects of the educational enterprise together and includes all stakeholders as relevant to all functional areas: including curriculum, human resources, facilities, technology design for education systems. There will be an emphasis on building intercultural competency, socio-economic and linguistic diversity, Catholic school inclusion, and the parent-school relationship. This course is aligned with the National

Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools for use in planning and assessment.

EDLA 6441 Fieldwork/CalAPA Cycle 1 0 During semester 1, the associated Fieldwork course is in support of the candidate's understanding of being a leader and change facilitator. In conjunction with the Unit One Project and in support of CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, the candidate will engage in a series of activities in support of CAPE mastery and Cycle 1 completion. A student may repeat this course two (2) times after the initial course attempt.

EDLA 6442 Fieldwork/CalAPA Cycle 2 0 During semester 2, the associated Fieldwork course supports Candidates in applying various leadership theories and/or approaches to everyday situations of practice in the context of working with adult learners; such as staff, faculty, parents, and other school community stakeholders. Candidates will examine and identify the processes, policies, structures and practices that support and sustain a positive and inclusive school culture that emphasizes high expectations for ALL. In conjunction with the Unit Two Project and in support of CalAPA Leadership Cycle 2: Facilitating Communities of Practice support, the candidate will engage in a series of activities in support of CAPE mastery and Cycle 2 completion. A student may repeat this course two (2) times after the initial course attempt.

EDLA 6443 Fieldwork/CalAPA Cycle 3 0 During Semester 3, the associated fieldwork course supports candidates in experiences designed to facilitate the application of theoretical concepts in practical settings. There will be a strong emphasis on cultural and linguistic diversity as candidates develop high quality partnerships with parents, families, community members and relative agencies and engage them in shared decisions. In conjunction with the Unit Three Project and in support of CalAPA Leadership Cycle 3: Supporting Teacher Growth support, the candidate will engage in a series of activities in support of CAPE mastery and Cycle 3 completion. A student may repeat this course two (2) times after the initial course attempt.

EDLA 6710 Leadership in Higher Education I 3 This course serves as an introduction to the Higher Education Program as well as higher education leadership, and the field of higher education. The course focuses on students' call to leadership, their vision of higher education, and their attributes as a leader. Students will be introduced to the habit of reflection and begin to learn the skills of becoming reflective practitioners who will serve as transformative leaders. Admission into the Higher Education Administration Program required.

EDLA 6711 Foundations of Higher Education 3 This course provides an overview of the history of higher education and its relationship to American society. There is interplay between academic institutions and the political and institutional structures at all levels. These relationships are analyzed in both historical and critical frameworks. Various elements of academia will be considered such as academic freedom, student life, equity and accessibility, etc. Students will gain an understanding of the purposes and missions of American higher education, as well as the implications of key historical issues and landmark events.

EDLA 6712 Organization and Administration in Higher Education 3 Students will be introduced to the organizational structures of higher education institutions and the major functional areas within these institutions. This course will provide students with practical and theoretical understandings of educational organizations to examine how they are organized and governed, while also studying

features of various elements in structures and processes that are essential to the functioning of a university such as culture, authority, technology, power, environment, decision loci, and strategic planning.

EDLA 6713 Theories of College Student Development 3 Theories of College Student Development will provide an intensive introduction to the theoretical and research theories on the American college student in order to inform practice and inquiry in higher education administration. A survey of various student development theories will be presented throughout the course. The impact of college on student development and learning will be highlighted. Students will analyze and apply theories.

EDLA 6714 Leadership in Catholic Higher Education 2 This course will provide students with an understanding of the role of faith based colleges and universities in American higher education, along with the various philosophical tenets and values that guide their educational mission. Students will also examine how these tenets and values impact the practice of leadership at Catholic and other faith based institutions.

EDLA 6715 Community College Leadership 2 This course will provide an overview of the historical development and role of community colleges in American higher education. Students will gain an understanding of the distinctive leadership issues in community colleges while also exploring the student experience at community colleges.

EDLA 6720 Fieldwork in Higher Education 3 This experiential course incorporates the theory to practice model by providing students the opportunity to integrate course material into a higher education setting. Students will engage in a fieldwork experience in a functional area of a post-secondary institution and receive supervision by an on-site supervisor. Throughout the semester students will participate in a seminar to reflect and critically assess their fieldwork experiences. Credit/No Credit grading. Higher Education majors only.

EDLA 6721 Higher Education Law and Public Policy 3 This course assists students in becoming knowledgeable about fundamentals of law that directly and indirectly influences the teaching, learning, and administrative environments of higher education institutions in both the public and private sectors. The policy issues which surround the application of law in college and university settings will also be considered. Higher Education majors only.

EDLA 6722 Resource Management in Higher Education 3 This course will introduce students to issues, practices, and policies involved with the management of resources within institutions of higher education. The course will cover areas such as strategic planning, budgeting and program planning, implementation, and evaluation. Students will also gain the knowledge and skills needed for hiring, supervising, and evaluating employees. Higher Education majors only.

EDLA 6723 Leadership in Higher Education II 3 This course provides students the opportunity to synthesize their academic coursework and field experience through critical reflection and analysis, while also instilling and providing them skills to serve as reflective practitioners. This course will also provide students with job search and transition skills and the opportunity to refine their final comprehensive project. Higher Education majors only. Corequisites: EDLA 6722 and EDLA 6995.

EDLA 6840 Spirituality and Leadership in Catholic School Teaching 3 This course will engage students to view their role as spiritual leaders who participate in creating a culture of renewal in U.S. Catholic

elementary and high schools. Throughout the course students will deepen their understanding of their vocation as Catholic school teachers, while critically reflecting and analyzing the spiritual and faith practices of their respective schools. Students will be introduced to basic foundations of Catholicism, new paradigms for religious education, and contemporary issues in the Church. They will explore the spirituality of K-12 students, ecclesiological issues flowing from Vatican II, evangelization, and social justice issues in Catholic education. PLACE only.

EDLA 6950 Advanced Research Methods 3 An advanced research methods course focusing on: the nature of educational research, statistical methods, qualitative methods, and survey design. Special approval required. Prerequisite: EDLA 6105.

EDLA 6951 Advanced Research Design 1 An advanced research design institute intended for students accepted into the master's thesis option. The course will focus on: framing the research question, choosing appropriate methodology, reviewing the literature, reliability and validity, and writing the master's thesis proposal. Acceptance in Master's Thesis Option required. Prerequisite: EDLA 6950.

EDLA 6995 Comprehensive Examination 0 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 grading. Special approval required.

EDLA 6998 Special Studies 1 TO 3

EDLA 6999 Independent Studies 1 TO 3

EDLA 7001 Leadership for Social Justice in Education 3 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 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 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 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 7006 Education Policy and Praxis 3 This seminar explores the historical, philosophical, policy and systemic issues in local, national and international educational contexts. The seminar includes critical analyses of power, equity and agency in policy implementation in P-20 settings.

EDLA 7007 Using Research for Educational Improvement and Equity 3 This course will provide students with strategies for educational improvement through the use of specific research and analytic processes. The course will introduce, analyze, and compare relevant concepts, practices, and methods associated with several key improvement processes (e.g., continuous improvement, improvement science, design-based research and implementation, research and evaluation use principles, and research-practice partnerships). Students will apply what they learn to the design of a research-driven improvement process to address an equity issue in their organization.

EDLA 7020 Situated Inquiry in Education 3 This introductory course focuses on defining and developing problems of practice in education. The course will examine advanced strategies to search, organize, reference, critically analyze, and write about academic resources. Additionally, the course introduces foundational educational theories and examines the fundamentals of research design.

EDLA 7021 Quantitative Research in Education 3 This advanced quantitative research course focuses on a variety of quantitative research designs and statistical methods for examining data from diverse educational settings.

EDLA 7022 Qualitative Research in Education 3 This advanced research course focuses on a variety of qualitative research designs and methods for data collection and analysis of data from diverse educational settings.

EDLA 7023 Doctoral Colloquia 2 The doctoral colloquia are designed to support doctoral candidates in completing research, analyzing data, further developing leadership skills, and investigating career opportunities. Special topics will address these issues. Credit/No Credit grading.

EDLA 7040 Context and Current Topics in Public Education 3 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 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 This course examines the legal framework for public and private education and the relationship between law and policy from the perspective of school leaders who are committed to advancing social justice. Topics covered include legal literacy, tort liability, church/state relations, instructional issues, student expression, student discipline, rights of

children with disabilities and English Learners, desegregation, employment discrimination, collective bargaining, termination of employment, and alternatives to increase educational choice.

EDLA 7045 Transformational Leadership for Student Achievement 3 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 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 completion of the candidate's dissertation proposal. Credit/No Credit grading.

EDLA 7060 Context and Current Topics in Private Education 3 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 7940 Preliminary Review Design 1 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 grading.

EDLA 7950 Dissertation Proposal Design 2 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 if their study involves human subject data. Credit/No Credit grading.

EDLA 7951 Dissertation Seminar I 2 Seminar designed to support doctoral candidates in development research design, conducting literature research, and collecting data. Credit/No Credit grading.

EDLA 7952 Dissertation Seminar II 2 Seminar designed to support doctoral candidates in completing research and analyzing data. Credit/No Credit grading.

EDLA 7953 Doctoral Seminar I 2 Candidates will enroll in 2 semester hours each semester leading to completion and acceptance of dissertation. Credit/No Credit grading.

EDLA 7954 Doctoral Seminar II 2 Candidates will enroll in 2 semester hours each semester until completion and acceptance of dissertation. Credit/No Credit grading.

EDLA 7955 Doctoral Seminar III 2 Candidates will enroll in 2 semester hours each semester until completion and acceptance of dissertation. Credit/No Credit grading.

EDLA 7990 Advancement to Candidacy 0

EDLA 7998 Special Studies 1 TO 3

EDLA 7999 Independent Studies 1 to 3

SPECIALIZED PROGRAMS IN PROFESSIONAL PSYCHOLOGY

EDSP 427 Creating Effective Classrooms in Diverse Settings 3 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.

EDSP 436 Creating Collaborative Partnerships 3 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.

EDSP 440 Introduction to the Culturally and Linguistically Diverse Student with Exceptional Needs 3 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.

EDSP 443 Informal Assessment and Individual Education Program (IEP) Development for Students with Exceptional Needs 3 A survey of strategies for assessing and teaching FEP and LEP students in all areas of exceptionality.

EDSP 444 Observation and Participation in General and Special Education Programs 3 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 grading.

EDSP 445 Special Education: Advocacy and the Law 3 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 noncompliance. 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.

EDSP 452 Psychological and Educational Assessment 3 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.

EDSP 453 Introduction to the Study of Disability and Special Education 3 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.

EDSP 454 Major Issues and Foundations of Special Education 2 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: EDSP 440 or EDSP 453.

EDSP 455 Development of IEPs for Students with Exceptional Needs 1 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: EDSP 440 or EDSP 453.

EDSP 475 Teaching and Assessing Students with Mild/Moderate Disabilities 3 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.

EDSP 476 Policies and Issues in Education for Diverse Learners with Disabilities 3 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.

EDSP 492 Behavior and Classroom Management Techniques for Teachers 3 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.

EDSP 498 Special Studies 3

EDSP 499 Independent Studies 1 TO 3

EDSP 5002 Survey of Second Language Acquisition Theories 2 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.

EDSP 5300 Introduction to Teaching and Learning in General and Special Education 2 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.

EDSP 5301 Managing Learning Environments 2 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.

EDSP 5303 Foundations in Child Welfare and Attendance 3 Candidates will understand the professional role (e.g. leadership and management responsibilities) of the CWA Counselor and develop the legal and professional knowledge and skills necessary to meet the Child Welfare and Attendance state standards. Students will also identify and think critically about their role in effective program management and implementation to address pupil's attendance and academic, psychological and social success. This course is designed to specifically address the CTC CWA Standards under the theme of "Core Knowledge Base and Foundations."

EDSP 5304 School Attendance Improvement and Truancy Remediation: Prevention and Intervention 3 Candidates will gain the knowledge and skills to effectively collaborate with all school partners in order to support and increase pupil attendance, and gain superior knowledge in the culture and structure of the public-school system at both the school and district level to better serve in their role as a CWA student advocate. With a greater knowledge of the culture and structure of the public-school system, candidates will become familiar with the contributing factors to pupils who are not successful in school, including barriers to learning and attendance. Candidates will research and learn ways to intervene and improve school attendance, while providing pupils and their families with the appropriate level of support. This course is designed to specifically address the CTC CWA Standards under the theme of "Professional Skills and Training."

EDSP 5305 CWA Fieldwork and Supervision 3 This fieldwork course provides the Child Welfare and Attendance candidate with on-site supervised experience in the various roles and responsibilities covered in the Child Welfare and Attendance Authorization requirements. To meet competency for this course, a total of 150 hours in fieldwork for the add-on child welfare and attendance (CWA) authorization to the P.P.S. credential is required. Ninety hours (90) must be acquired in a school setting in direct contact with pupils. A minimum of thirty hours (30) must be acquired with an outside agency such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, or a community based agency. The remaining thirty hours (30) may be acquired in a school setting, outside agency, or at the discretion of the university supervisor.

Fieldwork hours must be completed within two semesters. This course is designed to specifically address the CTC CWA Standards under the theme of "Field Experience." Credit/No Credit grading.

EDSP 5500 Concepts and Principles of Applied Behavior Analysis 3 This course is the first in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam. In this course, students learn the basic concepts and principles of Applied Behavior Analysis. Successful performance of the tasks on the BACB Fifth Edition Task List requires the foundational knowledge presented in this course for all BCBA candidates. Many concepts in the course will be examined in greater detail, in subsequent courses in the LMU BCBA program. Corequisite: EDSP 5600.

EDSP 5501 Behavior Assessment and Measurement 3 This course is the 3rd in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam or as an additional elective for degree seeking and/or interested students that meet the prerequisites.

In this course, students learn the basic principles of functional assessment of behavior problems, techniques of behavioral assessment, the fundamentals of repeated measurement to make data-based decisions about the function of a behavior and the effectiveness of an intervention, and evidence-based practices that promote social competency and "cura personalis" (care of the whole person) as aligned with the LMU Ignatian Paradigm (IP). Students will identify and select appropriate observation methods, employ functional assessment procedures and methods, display and interpret data, and design behavior intervention plans that result in socially meaningful outcomes "socially meaningful outcomes that are aligned with the LMU IP mission to promote meaningful action in one's environment." (Prevention/Antecedent strategies identify and make environmental changes that reduce the need for behavior analysis G-08.) Students will complete a functional assessment which will include recommendations. Prerequisites: EDSP 5500 and EDSP 5600. Corequisite: EDSP 5502.

EDSP 5502 Behavior Change I: Reinforcement, Stimulus Control, Teaching New Behaviors and Supervision 3 This course is the 4th in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam. This course will familiarize students with all aspects of reinforcement, including the identification of reinforcers and the role they play in behavior change (e.g., operant conditioning, stimulus control), and including the use of various schedules of reinforcement. Students will learn the procedures for and differentiate between different behavioral approaches to teaching new behaviors to clients, such as shaping, chaining, and direct instruction. Students will be able to develop meaningful behavior goals for their clients that account for and reflect upon the clients' contexts, backgrounds and communities, in alignment with IP pedagogy. Students will identify potential interventions based on a functional assessment and the best available scientific evidence. Students will also learn to reflect upon and select the most appropriate procedure for reaching said goals and apply both supervision and management guidelines for potential supervisees. Prerequisites: EDSP 5500 and EDSP 5600. Corequisite: EDSP 5501.

EDSP 5503 Behavior Change II: Verbal Behavior, Preventing and Reducing Unwanted Behaviors, and Supervision 3 This course is the fifth in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam or as additional elective for degree-seeking and/or interested students that meet the prerequisites.

This course will address how students can support their clients by enacting behavioral procedures for reducing unwanted client behaviors and build alternative behavioral repertoires that allow for increased success in their environment. Students will learn behavior change procedures involving

different schedules of reinforcement, strategies to increase client independence; how to determine and reflect upon the least intrusive approach to changing behavior; and how to select behavior change strategies that are most beneficial to the individual client within their learning context and community. Students will be expected to identify and evaluate any undesired side effects of various intervention strategies in order to determine the best possible intervention for specific client needs. Students will also identify and apply appropriate supervision and management guidelines to potential supervisees. Prerequisites: EDSP 5500, EDSP 5501, EDSP 5502, EDSP 5600. Corequisite: EDSP 5504.

EDSP 5504 Experimental Design and Data Interpretation 3 This course will review and apply experimental design treatments. Students will interpret and analyze graphic displays of behavioral data and use that data to promote generalized behavior change. Ethical considerations will be identified and applied to behavioral research and experimental design. Prerequisites: EDSP 5500, EDSP 5501, EDSP 5502, EDSP 5600. Corequisite: EDSP 5503.

EDSP 5505 Ethical Compliance and Professionalism 3 Students will identify the history of ethics and the Nine Core Principles of Ethical Treatment. This course will review responsible conduct of the Behavior Analyst and ethical practices in behavior assessments and implementing behavior change procedures. Prerequisites: EDSP 5500, EDSP 5501, EDSP 5502, EDSP 5503, EDSP 5504, EDSP 5600.

EDSP 5600 Philosophical Assumptions of Applied Behavior Analysis 3 This course is the 2nd course in a series of seven courses that prepares students to apply for the Board-Certified Behavior Analyst (BCBA) exam. In this course, students learn foundational concepts of applied behavior analysis, its history, and its evolution from radical to methodological behaviorism. Students learn about and connect the work of historical contributors to the field, such as B. F. Skinner, to modern day practices. Underlying assumptions of the science of behavior analysis are stressed, including determinism, empiricism, experimentation (experimental analysis), replication, parsimony, and philosophical doubt. Successful performance of the tasks on the BACB 5th Edition Task List requires the foundational knowledge presented in this course for all BCBA candidates. Many concepts in the course will be examined in greater detail, in subsequent course in the LMU BCBA program. Corequisite: EDSP 5500.

EDSP 5998 Special Studies 3

EDSP 5999 Independent Studies 1 TO 3

EDSP 6001 Teaching Culturally/Linguistically Diverse Students with Exceptional Needs 3 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.

EDSP 6101 Psychology and Education of Culturally/Linguistically Diverse Students with Exceptional Students 3 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.

EDSP 6104 Leadership for Instruction, Learning, and Achievement 3 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.

EDSP 6106 Human Development and Learning 3 The study of major psychological theories and their application to the understanding of human behavior and the processes of learning. Appraisal of human biological, psychological, and social development from infancy through adolescence. Emphasis is placed on the impact of culture and diversity on child and adolescent development.

EDSP 6251 Secondary School Curriculum and Methods for Math and Science 3 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.

EDSP 6300 Creating Effective Classrooms 3 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.

EDSP 6301 Creating Collaborative Partnerships 3 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.

EDSP 6302 Assessment of Students with Exceptional Needs 3 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.

EDSP 6303 Teaching and Assessing Students with Mild/Moderate Disabilities 3 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.

EDSP 6304 Policies and Issues in Education for Diverse Learners with Disabilities 3 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 programs implementation, counseling, career guidance, and program evaluation, with emphasis on history and practices of bilingual education including organizational models and instructional strategies.

EDSP 6310 Professional Induction Planning Seminar 0 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.

EDSP 6311 Advanced Issues in Assessment and Instruction of Students with Special Needs 3 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.

EDSP 6312 Consultation and Collaboration for Students with Special Needs 3 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.

EDSP 6313 Supportive Environments for Students with Behavioral and Emotional Needs 3 In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including attention disorders, depression and suicidal behavior, psychotic behavior anxiety and related disorders, and delinquency of 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.

EDSP 6314 Professional Educator Evaluation Seminar 1 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.

EDSP 6317 Research and Leadership in Special Education 2 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 participated. The course is designed to be directed by candidate's work in the schools with students, colleagues and families.

EDSP 6318 Supporting Behavior and Social Skills for Students with Exceptional Needs 3 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.

EDSP 6319 Literacy Instruction for Special Needs Students in Single Subject Classrooms 3 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.

EDSP 6320 Development of IEPs for Students with Exceptional Needs 1 This training course is designed to provide candidates with essential information regarding the development of Individualized Education Programs for students with disabilities. Candidates will learn the general components of an IEP, and how to develop current student functioning levels and goals.

EDSP 6325 Foundation of Special Education 2 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.

EDSP 6362 Counseling Theories and Techniques 3 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.

EDSP 6365 Research Methodology and Statistics 3 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.

EDSP 6366 Principles, Organization, and Administration of Pupil Personnel and Human Services 3 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.

EDSP 6368 Career Counseling and Educational Planning 3 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. Prerequisite: EDSP 6390 or EDSP 6391.

EDSP 6372 Consultation and Collaboration in Schools 3 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.

EDSP 6376 Crisis and Trauma Counseling 3 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: EDSP 6362.

EDSP 6377 Multicultural Counseling 3 Students examine the spectrum of beliefs, values, and behaviors that comprise cultural diversity and on developing strategies that facilitate the counseling process. Prerequisites: EDSP 6362 and EDSP 6391.

EDSP 6378 Group Counseling 3 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 grading. Prerequisites: EDSP 6362, EDSP 6391, and EDSP 6394.

EDSP 6379 Social, Emotional, and Behavioral Functioning 3 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. Prerequisites: EDSP 6362 and EDSP 6390.

EDSP 6382 Ethical and Legal Issues 3 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.

EDSP 6384 Practicum in School Psychology 3 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 grading. Special approval required.

EDSP 6386 Culturally Responsive Counseling with Individuals 3 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 grading. Consent of Coordinator required. Completion and documentation of approved 10 pre-counseling hours required. Prerequisite: EDSP 6394.

EDSP 6390 Lifespan Development 3 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.

EDSP 6391 Foundations of Counseling 3 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.

EDSP 6392 Psychopharmacology 3 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.

EDSP 6393 Assessment, Appraisal, and Diagnosis 3 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.

EDSP 6394 Helping Skills 3 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. Consent of Coordinator required. Prerequisite: EDSP 6362.

EDSP 6395 Addictions Counseling: Foundations of Wellness 3 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: EDSP 6362 and EDSP 6391.

EDSP 6396 Human Sexuality 3 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: EDSP 6362 and EDSP 6391.

EDSP 6397 Trauma Counseling: Theories and Interventions 3 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: EDSP 6362 and EDSP 6391.

EDSP 6400 Community Psychology: Theories and Practice 3 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.

EDSP 6500 Foundations of Ethical, Professional, and Legal Practice in School Psychology 3 This course provides a comprehensive study of the field of School Psychology. Content includes historical antecedents and contemporary educational, legal, and system issues which frame the multiple roles, service models, and methods of the practice of school psychologists. State and national standards that govern the training of school psychologists are highlighted. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6501 Introduction to Ethics and School Psychology Practice 1 This course provides an overview of professional ethics and practice in the field of school psychology. Content draws on state and national guidelines, standards, and domains of practice.

EDSP 6502 Determinants of Child and Adolescent Learning and Development 3 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.

EDSP 6504 Statistics, Research Methods, and Program Evaluation 3 This graduate level course emphasizes 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 consists of an overview of individual and group tests and

inventories; test construction and evaluation; alternative assessment; progress monitoring; program evaluation; and comprehensive testing programs. Consent of Coordinator required. School Psychology Program only.

EDSP 6505 Advocacy, Leadership and Professional Practice I 1 This course is the first of a two-semester sequence designed to develop candidates' awareness of their personal and professional strengths and cultural identities as advocates and leaders in the field of school psychology.

EDSP 6506 Seminar in Counseling and Interpersonal Relations 3 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. Consent of Coordinator required. School Psychology Program only.

EDSP 6507 Advocacy, Leadership and Professional Practice II 1 This course is the second of a two-semester sequence designed to develop candidates' awareness of their personal and professional strengths and cultural identities as advocates and leaders in the field of school psychology.

EDSP 6508 Student Diversity and Exceptionality 3 This course provides an overview of the characteristics of student diversity and exceptionality, including but not limited to individual differences, ability/disability, race, culture, language, socioeconomic status, and gender and the impact on educational access. Candidates learn about the importance of culturally competent practice, with an emphasis on strength-based approaches, evidence-based educational/intervention strategies, and collaboration with diverse families. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6510 Seminar in Instruction and Learning 3 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. Consent of Coordinator required. School Psychology Program only.

EDSP 6512 Group Counseling and Intervention with Children and Adolescents 3 This course focuses on the application of group counseling theories to support positive mental health development in children and adolescents. Topics include different types of group counseling, including psychoeducational and social skills groups in the school setting. Issues related to culturally competent group counseling and law and ethics will be addressed. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6513 Advanced Counseling Seminar I 2 This course is the first of a two-semester didactic and counseling supervision experience for school psychology candidates completing their second year practicum. Candidates will learn more in-depth techniques to provide mental health interventions and support the development of social and life skills for children and adolescents, including cognitive behavioral therapy, social emotional learning, and solution-focused counseling. Emphasis will be placed on collaborating with families and developing interventions at the individual, small group, classroom, and school levels to promote positive mental health. Methods of evaluating impact and

outcomes will be addressed. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6514 Family, School, and Community Collaboration 3 This course emphasizes the principles and research related to collaborating effectively with diverse families and community partners to positively impact student learning, health, and mental health. Using experiential and ethnographic approaches, candidates learn historical and contemporary perspectives on family systems, strengths, needs, and culture. Candidates also learn evidence-based strategies to design, implement, and evaluate culturally-responsive services to promote family-school-community partnerships. Themes covered may include: 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. Field assignments required.

Consent of Coordinator required. School Psychology Program only.

EDSP 6515 Advanced Counseling Seminar II 2 This course is the second of a two-semester didactic and counseling supervision experience for school psychology candidates completing their second year practicum. Candidates learn more in depth techniques provide mental health interventions and support the development of social and life skills for children and adolescents, including cognitive behavioral therapy, social emotional learning, and solution-focused counseling. Emphasis is placed on collaborating with families and developing interventions at the individual, small group, classroom, and school levels to promote positive mental health. Methods of evaluating impact and outcomes are addressed. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6516 Seminar in Motivation and Achievement 2 This course focuses on psychological theories, concepts, and research related to developing intervention to improve student outcomes, individually and school-wide. Special emphasis is placed on motivational theories and application, school engagement, family influences, and socio-cultural factors on learning. Consent of Coordinator required. School Psychology Program only.

EDSP 6518 Assessment and Intervention for Cognitive and Learning Problems I 3 This is the first of a two-semester course focusing on psycho-educational assessment, intervention, and data-based decision making. Content includes psychological theory and psychometrics as related to achievement, motivation, school climate, family influences, retention, assessment of learning environments, and socio-cultural impact on learning. Legal and ethical issues related to testing cultural and linguistically diverse students are emphasized, along with proper administration, scoring, interpretation of results, and integration of data from multiple sources. (Course fee required.) Consent of Coordinator required. School Psychology Program only.

EDSP 6520 Prevention, Intervention, and Consultation 3 This course provides knowledge and application related to effective decision making and problem solving for school psychologists through consultation and collaboration. Content includes the study of methods of collaborative consultation and communication with individuals, families, groups, and systems. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6522 Assessment and Intervention for Cognitive and Learning Problems II 3 This is the second of a two-semester course focusing on psycho-educational assessment, intervention, and data-based

decision making. Content includes psychological theory and psychometrics as related to achievement, motivation, school climate, family influences, retention, assessment of learning environments, and socio-cultural impact on learning. Legal and ethical issues related to testing culturally and linguistically diverse students are emphasized, along with proper administration, scoring, interpretation of results, and integration of data from multiple sources. (Course fee required.) Consent of Coordinator required. School Psychology Program only.

EDSP 6524 Practicum in School Psychology I 2 This course is the first of a full year (two-semester) field experience with concurrent University seminar for second-year candidates in the School Psychology program. Candidates 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. Consent of Coordinator required. School Psychology Program only.

EDSP 6525 Practicum in School Psychology II 2 This course is the second of a full year (two-semester) field experience with concurrent University seminar for second-year candidates in the School Psychology program. Candidates continue to gain knowledge and experience, practice skills acquired in course work, and demonstrate more advanced competency in a wide range of skills and services typically performed by a school psychologist, in preparation for internship the following year. Consent of Coordinator required. School Psychology Program only.

EDSP 6526 Social Responsibility, Violence Prevention, and Crisis Intervention in Schools 3 This course focuses on preventive and responsive services to promote resilience and reduce risk in student populations. Candidates learn about the development, implementation, and evaluation of systemic and individual strategies to address issues such as violence, pregnancy, bullying, and suicide. Candidates also learn about best practices in school-based crisis teams, including prevention, preparation, response, and recovery. The importance of collaborating with families and community agencies to ensure safe and violence-free schools is highlighted. Consent of Coordinator required. School Psychology Program only.

EDSP 6528 Social, Emotional, and Behavioral Assessment 3 This course teaches candidates to administer and interpret assessments of students' social and emotional functioning in school. Students 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. (Course fee required.) Consent of Coordinator required. School Psychology Program only.

EDSP 6530 Treatment of Emotional and Behavioral Disorders in Children and Adolescents 3 This course focuses on biological, cultural, developmental, and social influences on emotional and behavioral disorders common in children and adolescents, including autism, ADHD, conduct disorder, mood disorders, eating disorders, substance abuse, and emotional disturbance. Evidence-based academic and mental health interventions are addressed, and contemporary related issues impacting student development are highlighted, such as psychopharmacology, obesity, online/gaming addiction, cyberbullying, and sexuality/gender identity. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6532 Seminar in School Systems and Psychological Services 3 This course emphasizes the breadth of school psychology roles, functions, and settings of practice, in preparation for internship. Candidates expand their knowledge of school systems, including general education, special education,

and other educational and allied services. Principles and research related to organizational development and systems theory within school settings are included, with a key focus on school-wide, empirically-supported practices and interventions that enhance learning and social-emotional development and promote safe, supportive, and effective learning environments. Consent of Coordinator required. School Psychology Program only.

EDSP 6534 Advanced Assessment and Positive Behavioral Intervention 3 This course focuses on understanding, assessing, and developing effective interventions to support student behavior at the individual, classroom, and school-wide levels. Candidates learn to conduct Functional Behavioral Assessments, focusing on antecedents, consequences, and functions of behaviors that impede learning and socialization, and they use the data collected to develop and evaluate positive behavior support plans. Candidates also learn about classroom management appropriate to students' developmental level and effective classroom and school-wide programming to promote pro-social behaviors and increase school engagement. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6535 Seminar in Ethical Leadership and Social Justice I 1 This course is the first of a two-semester seminar that examines ethical leadership and social justice issues within the context of candidates' full-time internship in school psychology. Content focuses on building awareness, knowledge, and leadership skills to address individual and institutional barriers, policies, and practices that perpetuate educational and social inequity.

EDSP 6536 Special Issues and Best Practices in School Psychological Services 2 This course reviews advanced issues and practices in the delivery of psychological services in school settings. Content includes serving students with low-incidence disabilities, the use of assistive technology, and assessment and intervention with culturally and linguistically diverse students. As part of this course, a leadership module provides candidates with knowledge about leadership in order to effect change in their practice. Field assignments required. Consent of Coordinator required. School Psychology Program only.

EDSP 6537 Seminar in Ethical Leadership and Social Justice II 1 This course is the second of a two-semester seminar that examines ethical leadership and social justice issues within the context of candidates' full-time internship in school psychology. Content focuses on building awareness, knowledge, and leadership skills to address individual and institutional barriers, policies, and practices that perpetuate educational and social inequity.

EDSP 6538 Supervised Internship in School Psychology I 3 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. Consent of Coordinator required. School Psychology Program only.

EDSP 6540 Supervised Internship in School Psychology II 3 This seminar is a continuation from previous semester designed to support school psychology interns. Support in preparation for graduation and entry into the profession of school psychology is emphasized. Consent of Coordinator required. School Psychology Program only.

EDSP 6612 Master's Thesis 3 This course supports an original research project resulting in a substantive paper that involves original collection or treatment of data and/or results. The Thesis involves original research and exemplifies an original contribution to scholarship. The final MA Thesis is a paper of scholarly quality and should address a current area of inquiry related to the field. The Thesis is optional for program completion, and in addition to, the MA Professional Project. It is designed for candidates who are interested in pursuing advanced training and/or doctoral level programs. Special Education Program only.

EDSP 6820 Education of Students with Exceptional Needs in Catholic Schools 3 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.

EDSP 6821 Informal Assessment and Program Development in Catholic Schools 3 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.

EDSP 6822 Creating Successful Inclusion Programs 3 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.

EDSP 6823 Advanced Practicum in Catholic Inclusive Education 3 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.

EDSP 6940 Fieldwork in Mental Health Counseling I 3 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 and a minimum of nine courses in the counseling sequence completed. Credit/No Credit grading. Special approval required.

EDSP 6942 Fieldwork in Multicultural and Social Justice Counseling I 3 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 and a minimum of nine courses in the counseling sequence completed. Credit/No Credit grading. Special approval required.

EDSP 6945 Fieldwork in Mental Health Counseling II 3 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 and a minimum of nine courses in the counseling sequence completed. Credit/No Credit grading. Special approval required.

EDSP 6947 Fieldwork in Multicultural and Social Justice Counseling II 3 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 and a minimum of nine courses in the counseling sequence completed. Credit/No Credit grading. Special approval required.

EDSP 6955 Master's Thesis I 1 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 grading.

EDSP 6956 Master's Thesis II 1 A continuation of Master's Thesis I for students who have not completed their master's thesis. Credit/No Credit grading. Special approval required.

EDSP 6957 Master's Thesis III 1 A continuation of Master's Thesis II for students who have not completed their master's thesis. Credit/No Credit grading. Special approval required.

EDSP 6970 Fieldwork in School Counseling I 3 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 grading. Special approval required.

EDSP 6972 Fieldwork in Guidance Counseling 1 TO 2 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 Fieldwork Liaison for approval. Site-based mentors need to be identified and approved. Credit/No Credit grading. Consent of Coordinator required with approval by Fieldwork Liaison.

EDSP 6980 Fieldwork in School Counseling II 3 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 grading. Special approval required.

EDSP 6984 Internship Fieldwork Supervision 1 A continuation of EDSP 6980 Fieldwork in School Counseling II.

EDSP 6990 Fieldwork in School Counseling III 3 A continuation of EDSP 6970 Fieldwork in School Counseling I. Prior to enrollment, candidate must have completed EDSP 6980 Fieldwork in School

Counseling II. Concurrent enrollment in EDSP 6970, EDSP 6980, and EDSP 6990 is not permitted. Credit/No Credit grading. Special approval required.

EDSP 6995 Comprehensive Examination 0 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 grading. Special approval required.

EDSP 6998 Special Studies 1 TO 3

EDSP 6999 Independent Studies 1 TO 3

SPECIALIZED PROGRAMS IN URBAN EDUCATION

EDUR 400 Sociocultural Analysis of Education 3 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. University Core fulfilled: Integrations: Ethics and Justice; Flags: Engaged Learning, Oral Skills.

EDUR 498 Special Studies 1 TO 3

EDUR 499 Independent Studies 1 TO 3

EDUR 5000 Cultural Paradigms of Education 3 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 2 The theoretical basis of literacy and approaches, methods, and techniques for teaching literacy skills in diverse urban school settings, will be explored. 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. Strategies are grounded in theories of language acquisition and the state standards for English Language Arts.

EDUR 5005 Literacy in the Content Areas 2 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. Strategies are grounded in theories of language acquisition.

EDUR 5010 Theories of Teaching, Learning, and Assessment 2 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 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 in Curriculum and Instruction 3 This course covers curriculum and instruction in a multiple subjects classroom. Content includes unit and lesson design in Math, Science, Social Science. Culturally and linguistically diverse student needs will be emphasized.

EDUR 5016 Teaching Students with Special Needs in Urban Education 3 This class will focus on the education of special needs students in urban K-12 classrooms.

EDUR 5018 Research in Urban Education 3 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 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 5021 Teaching English Learners 2 Course content includes theoretical perspectives in first and second language learning, language teaching methodologies, assessment, identification, and program placement for Limited English Proficient students. 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.

EDUR 5022 Transformative Pedagogy 1 Transformative Pedagogy is an online seminar that explores transformative pedagogies of education and their significance for urban schools. Through conceptual and practical knowledge development, intern teachers learn how to integrate transformative pedagogies into their own teaching practices. They also develop and critically construct their personal philosophy on teaching. Candidates are also introduced to components of on-line and blended instruction so that they may critically examine how digital technologies impact teaching and learning.

EDUR 5023 Introduction to Teaching and Learning 3 This course is for credential candidates who will be the teacher of record in a public or private school classroom. Candidates complete this course in the semester prior to the full-time teaching assignment. Seminars will focus on effective classroom practice and teaching, reflective problem-solving, introductory practices for Literacy, and an introduction to human development (including learning theories which impact social and emotional development). Candidates are provided with experiences that will help them become prepared to

teach while continuing to study for the California teaching credential. Candidates will be expected to develop skills related to classroom management, lesson planning, instructional strategies, and data driven assessment. Candidates must have access to a field placement during the class.

EDUR 5024 Critical Issues in Education 3 A sociological and anthropological analysis of contemporary education emphasizing the historical/cultural context, culturally responsive pedagogy, cultural and ethnic diversity, equity, access to the core curriculum, and intersectionality in schools and society. Candidates discuss factors which impact education including various learning needs and stages of human development as it relates to culture. This class also addresses theoretical perspectives on the language learning experience of English learners. The course emphasizes the preparation of professionals for the teaching profession and their awareness of social, systemic, and cultural forces shaping schooling today so that they are prepared to work with all learners, take a critical, active stance, collaborate with community, and make an impact on educational opportunity gaps.

EDUR 5025 Introduction to Elementary Methods and Literacy 3 This course is designed to provide opportunities for elementary intern teachers to identify, experience, and describe current best practice pedagogy for multiple content areas in elementary classrooms. Because literacy is a foundational component of elementary education, the course is based on a progression of English Language Arts development with the integration of other disciplines including mathematics, social studies, science, the arts, physical education, and technology. Candidates will explore topics including classroom culture and management, inquiry in teaching and learning, differentiation, thematic unit and lesson planning, student engagement, and assessment for/as learning. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Course content is connected to culturally and linguistically diverse students in urban education settings, 21st century teaching and learning, and special population needs so interns can teach in fully inclusive urban classrooms. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDUR 5026 Development of Elementary Methods and Literacy 3 This course is a continuation of the Introduction to Elementary Methods course. It is designed to provide opportunities for elementary intern teachers to utilize current best practice pedagogy and create educational opportunities in multiple content areas in elementary classrooms. Because literacy is a foundational component of elementary education, the course is based on a progression of English Language Arts development with the integration of other disciplines including mathematics, social studies, science, the arts, physical education, and technology. Candidates will implement their knowledge of topics including classroom culture and management, inquiry in teaching and learning, differentiation, thematic unit and lesson planning, student engagement, and assessment for/as learning. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Course content is connected to culturally and linguistically diverse students, 21st century teaching and learning, and special population needs so interns can teach in fully inclusive classrooms. Work completed for this course is expected to align with candidates' day-to-day teaching experience. Prerequisite: EDUR 5025.

EDUR 5027 Introduction to Assessment 1 The seminar style course will assist candidates in the area of evidence-based inquiry with the support and advice of their fieldwork and course instructors. This class will focus on effective approaches in assessment and learning in an inquiry-based classroom. It will include inclusive approaches to engage diverse students and will use critical pedagogy as the theoretical foundation. Candidates will utilize the Universal Design for Learning (UDL) framework and work of Rick Wormeli as a foundation to meet the course outcomes. Candidates will be familiar with

several key tenets and types of assessment for students learning in an urban setting. Candidates will be familiarized with literacy assessments to develop RICA test preparation knowledge. This course will require active online and in-class assignments, discussions, and participation.

EDUR 5028 Advanced Assessment for Teachers 1 This advanced assessment seminar style course is a continuation of Introduction to Assessment as it provides evidence-based inquiry with the support and advice of their fieldwork and course instructors. Candidates in this course will critically reflect on the theory and practice of teaching and learning, as well as explore best practices in urban education. The focus of the course will be dedicated to improving teaching practice, with evidence-based inquiry as a cornerstone in the development of each candidate's practice. Candidates will reflect on their teaching experience over the past year culminating in the submission of the REAL e-portfolio. This course will require active online and in-class assignments, discussions, and participation. Prerequisite: EDUR 5027.

EDUR 5029 Introduction to Secondary Mathematics and Literacy 2 Candidates will learn how to design, deliver, and assess mathematics instruction for all students in grades 6-12. This course focuses on creating learning experiences in mathematics that are active, connected, sensory, emotional, and center on problem solving and communication as fundamental to learning mathematics. Candidates learn how to teach mathematical thinking through the eight Common Core Standards for Mathematical Practices within the context of storytelling and the engineering design process. Candidates learn how to engineer high impact instruction through the Mathematics Learning by Design (MLD) five instructional moves (lesson cycle) and a unique grading system that supports assessment as learning for all students, including English Learners (EL) and students with disabilities (SN). Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDUR 5030 Advanced Secondary Mathematics and Literacy 2 Candidates will learn how to coach students in developing the mathematical reasoning and procedural skills needed to design creative solutions to complex problems. The course includes inclusive approaches to engage diverse students and will use the Universal Design for Learning (UDL) framework and the National Council of Teachers of Mathematics (NCTM) Principles to Actions framework as a foundation to meet the course outcomes. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Further, candidates in this course will critically reflect on the theory and practice of mathematical literacy. The focus of the course will be dedicated to improving mathematical teaching practice, with student evidence analysis as a cornerstone in the development of each candidate's practice. Through this course, candidates will be provided the tools and practice to successfully complete the edTPA and the culminating REAL e-portfolio. This course will require active online and in-class assignments, discussions, and participation. Prerequisite: EDUR 5029.

EDUR 5031 Introduction to Approaches to Teaching Science and Literacy 2 This one semester course introduces candidates to teaching secondary science using an inquiry approach by integrating the three dimensions: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas (NRC, 2012) with literacy, in an effort to meet the performance expectations outlined in the Next Generation Science Standards (NRC, 2013). The emphasis of the course is "how" to teach science; methods for long and short range planning, unit plan design, and creation of authentic assessments are woven together to support teachers in creating effective learning environments for all learners. This course embeds inclusive approaches to engage all students through the use of the

Universal Design for Learning (UDL) guidelines, and teaches candidates how to organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. This course requires active participation both in-class and online through activities, assignments, discussions, and fieldwork. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDUR 5032 Contemporary Approaches to Teaching Science and Literacy 2 This one semester course provides students with a comprehensive and in-depth analysis of effective approaches to planning, implementing, managing, and assessing effective secondary science instruction for all students. Candidates will utilize the 5E model to plan instruction, link scientific knowledge to instructional pedagogy, integrate literacy instruction, effectively engage students through inquiry and science phenomena, design measurable learning objectives that drive instruction, and create/implement formative and summative assessments. This course embeds inclusive approaches to engage all students through the use of the Universal Design for Learning (UDL) guidelines, and teaches candidates how to organize learning to connect to student culture, prior knowledge, interests, goals, and diverse learning needs. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Candidates in this course will critically reflect on the theory, practice and impact of science literacy. This course requires active participation both in-class and online through activities, assignments, discussions, and fieldwork. Prerequisite: EDUR 5031.

EDUR 5033 Introduction to Approaches to Teaching Social Science and Literacy 2 This course introduces teaching techniques, innovations, and development of teaching and evaluation skills in the area of secondary school social studies. The emphasis of the course is "how" to teach social studies, as well as some theoretical exploration of the history, purposes, and direction of social studies. Students will learn, practice, and reflect on the technical aspects of the art and science of teaching social studies, including the adaptation of instruction to individual learner differences, and selection and design of instructional materials. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDUR 5034 Contemporary Approaches to Teaching Social Science and Literacy 2 This course provides students with a comprehensive and in-depth analysis of effective approaches to planning, implementing, managing, and assessing successful social studies learning experiences for students. This is the second semester of a year-long methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards and accountability, curriculum/unit/lesson planning and delivery, contemporary inquiry-oriented approaches for teaching social studies, assessment in the social studies and multiculturalism. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5033.

EDUR 5035 Introduction to Teaching English Language Arts in a Departmentalized Setting 2 This course will include a variety of teaching strategies for teaching ELA in typical departmentalized settings in Middle and Secondary schools. Students in the course will participate in whole class discussions, in and out of class evaluations of contemporary ELA teaching and learning, and the design of materials and approaches for teaching contemporary ELA. The instructor for the course will facilitate these activities and provide formative assessment feedback for each student. Each class will

include in-depth discussions and all classes will require the use technology. The class will be facilitated using web-based resources. The instructor will facilitate student work on individual class projects via email communication, online discussion forums, and synchronous video conferencing and in person class meetings. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for students in ELA focusing on reading, writing, speaking, and listening.

EDUR 5036 Contemporary Approaches to Teaching English Language Arts in a Departmentalized Setting 2 This course builds on knowledge established in the introductory course on teaching ELA in a departmentalized setting. The focus of this class will be on strategies that help students to produce argumentative, information, and narrative texts. Candidates will learn how to select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and information texts. Candidates will also model and assist student to integrate technology and media into language arts when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5035.

EDUR 5037 Introduction to Teaching World Languages in a Departmentalized Setting 2 This class will address the communicative approach to language instruction. Candidates will learn strategies that will allow them to design and implement instruction that assures all students meet the state adopted standards for World Languages and the English Language Development standards. Candidates learn how to integrate the target culture in their 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; the nature of language, including basic linguistics. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state adopted academic content standards for World Languages focusing on reading, writing, speaking, and listening.

EDUR 5038 Contemporary Approaches to Teaching World Languages in a Departmentalized Setting 2 This course builds on knowledge established in the introductory course on teaching World Languages in a departmentalized setting. The focus of this class will be on strategies that help students to produce argumentative, information, and narrative texts in the target language. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist students to integrate technology and media into their language learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5037.

EDUR 5039 Introduction to Teaching Physical Education in a Departmentalized Setting 2 This course covers Physical Education programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction,

unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Physical Education, including the Common Core. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for Physical Education.

EDUR 5040 Contemporary Approaches to Teaching Physical Education in a Departmentalized Setting 2 This course builds on knowledge established in the introductory course on teaching Physical Education in a departmentalized setting. The focus of this class will be on strategies that help students to develop a disposition towards a healthy lifestyle including problem solving barriers to physical activity participating throughout life. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their language learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5039.

EDUR 5041 Introduction to Teaching Industrial and Technology Education in a Departmentalized Setting 2 This course covers Industrial Technology Education programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Industrial Technology Education, including the Common Core. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDUR 5042 Contemporary Approaches to Teaching Industrial and Technology Education in a Departmentalized Setting 2 This course builds on knowledge established in the introductory course on teaching Instructional Technology in a departmentalized setting. The focus of this class will be on strategies that help students understand and use the design process as a problem-solving model. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and to develop an understanding of the real world applications of technology with the goal of providing a foundation for IT related career choices. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5041.

EDUR 5043 Introduction to Teaching Music in a Departmentalized Setting 2 This course covers Music programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Music, including the Common Core. Candidates learn strategies for teaching music theory and analysis including transcription of musical excerpts. Candidates will also be expected to be able to plan for effective subject matter instruction

and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDUR 5044 Contemporary Approaches to Teaching Music in a Departmentalized Setting 2 This course builds on knowledge established in the introductory course on teaching Music in a departmentalized setting. The focus of this class will be on strategies that help students to sight-sing, sight-read, improvise, compose, and arrange music using Western and non-Western works. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their instruction when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5043.

EDUR 5045 Introduction to Teaching Health Science in a Departmentalized Setting 2 This course covers Health Science programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to K-12 classrooms; explores methods of long and short range planning, effective use of textbooks to design instruction, unit plans and lesson planning; assessment, and differentiated instruction to support student achievement of the California. Emphasis is placed on the California standards and framework for Health Science, including the Common Core. Topics include coordinated health school systems, positive youth development and resiliency, personal health, and resiliency. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through on-line course experiences, candidates will model and develop digital literacy for instruction.

EDUR 5046 Contemporary Approaches to Teaching Health Science in a Departmentalized Setting 2 This course builds on knowledge established in the introductory course on teaching Health Sciences in a departmentalized setting. The focus of this class will be on strategies that help students identify behaviors that enhance or compromise personal health and well-being. This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5045.

EDUR 5047 Introduction to Teaching Art in a Departmentalized Setting 2 This class will address the communicative approach to language instruction. Candidates will learn strategies that will allow them to design and implement instruction that assures all students meet the state adopted standards for Art and the English Language Development standards. Candidates learn strategies that model and encourage student creativity, flexibility, collaboration and persistence in solving artistic problems. Candidates also learn how to teach students about the cultural contribution of Art. Candidates will also be expected to be able to plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students. Through online course experiences, candidates will model and develop digital literacy for instruction. Candidates will also be expected to demonstrate through supervised field experiences that they are able to teach the state-adopted academic content standards for Art.

EDUR 5048 Contemporary Approaches to Teaching Art in a Departmentalized Setting 2 This course builds on knowledge established in the introductory course on teaching Art in a departmentalized setting. The focus of this class will be on strategies that help students to produce various Art pieces

including painting, sculpture, textile arts, and multimedia This class will also focus on assessment strategies for formative and summative assessments. Candidates will also model and assist student to integrate technology and media into their learning when conducting research, producing and publishing writing, and creating multimedia presentations. Advance strategies for inclusion including RTI, MTSS, and UDL will be developed in this class. Prerequisite: EDUR 5047.

EDUR 5051 Urban Education Field Experience 1 2 This fieldwork course is intended to provide support for classroom instructional practice for Urban Education credential candidates who are employed as full-time teachers. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Candidates will also be expected to demonstrate competencies tied to content classes during the field experience. Candidates will be evaluated by both LMU and qualified district employed personnel. Credit/No Credit grading.

EDUR 5052 Urban Education Field Experience 2 2 This fieldwork course is a continuation of Field Experience 1 as it provides continual support for classroom instructional practice for Urban Education credential candidates who are employed as full-time teachers. Teachers will be required to continually demonstrate professional competencies as outlined by LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Candidates will be evaluated by both LMU and qualified district employed personnel as in the Field Experience 1. They will participate in online modules to ensure their preparedness and the successful submission of their portfolio. Prerequisite: EDUR 5051. Credit/No Credit grading.

EDUR 5501 Practicum: Educational Practices in Action in Secondary Math and Science Classrooms 3 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 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 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 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 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 students 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 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 TO 3

EDUR 5999 Independent Studies 1 TO 3

EDUR 6100 Anthropological Analysis of Cultural Diversity 3 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 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 6221 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Elementary, Secondary, and Adult Educators 3 The goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs). Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills for English Learners. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose student's language abilities and develop lessons promoting students' access and achievement in relation to state-adopted academic standards.

EDUR 6222 Applied Linguistics: A Second Language Acquisition/Bilingual Instructional Perspective 3 This course provides the linguistic foundations for language educators from an instructional perspective. English language systems and the use and variations of the English language in social/linguistic contexts are closely examined. Students will be able to integrate pedagogical approaches to the principles of the language systems in teaching ELLs and assessing their interlanguage development. Topics of emphasis: phonology, grammar, lexicon, discourse analysis, pragmatics, sociolinguistics, and constrative analysis.

EDUR 6252 Secondary School Curriculum and Methods for Language Arts and Social Studies 3 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 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 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 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 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 6600 Evidence-Based Assessment Practices to Promote Student Learning 3 This course will focus on evidence-based assessment practices of students with exceptional needs. It will build candidate competency in determining student progress towards content standards; use of instructional strategies and techniques to support learning; and how to use, interpret, understand, and communicate informal/formal assessment results. Special Education Program only.

EDUR 6601 Language and Literacy in Culturally and Linguistically Diverse K-8 Environments 3 This course will address critical areas of instructional decision making while focusing on evidence-based language and literacy instruction that builds upon the cultural and linguistic backgrounds of students with learner variability in K-8 environments. Special Education Program only.

EDUR 6602 Language and Literacy in Culturally and Linguistically Secondary Settings 3 This course will address critical areas of instructional decision making while focusing on evidence-based language and literacy instruction that builds upon the cultural and linguistic backgrounds of students with learner variability in secondary school environments.

EDUR 6603 Creating and Maintaining Effective Environments in Support of Student Learning 3 This course is designed to prepare candidates to be able to demonstrate knowledge and skills in creating and maintaining environments for diverse learners that are safe and effective and that also facilitate positive self-esteem and self-advocacy and maximize instructional time. In addition, the candidate 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. Special Education Program only.

EDUR 6604 Elementary Instructional Design/Methods (Math, STEM, Social Studies) 3 This course is designed to provide a foundation for candidates to effectively plan, implement, and evaluate instructional programs in Math, STEM, and Social Studies that are informed by CA K-12 content standards and frameworks, with focus on assessment and ELD/SDAIE strategies in elementary settings that are responsive to the needs of diverse populations and environments. Special Education Program only.

EDUR 6605 Secondary Instructional Design/Methods (Math, STEM, Social Studies) 3 This course is designed to provide a foundation for candidates to effectively plan, implement, and evaluate instructional programs in Math, STEM, and Social Studies that are informed by CA K-12 content standards and frameworks, with focus on assessment and ELD/SDAIE strategies in secondary settings that are responsive to the needs of diverse populations and environments. Special Education Program only.

EDUR 6606 Developing Collaborative Partnerships for Inclusive Schooling 3 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 to promote partnerships and inclusive practices, including co-planning/co-teaching with general educators. The candidate will learn how to work in partnership and be able to design, implement, and evaluate integrated services that reflect transitional stages across life span for all learners. Special Education Program only.

EDUR 6607 Developing as a Professional Educator 2 This course is designed to provide critical content related to professional, legal, and ethical obligations as an educator of students with exceptionalities. Candidates will use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. This course will be offered online. Special Education Program only.

EDUR 6613 Special Education Intern Seminar 1 2 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. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required.

EDUR 6614 Special Education Intern Fieldwork 1 1 The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California

Commission on Teacher Credentialing requirements. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required.

EDUR 6615 Special Education Intern Seminar 2 2 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 is a continuation of EDUR 6613. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisite: EDUR 6613.

EDUR 6616 Special Education Intern Fieldwork 2 1 The fieldwork courses are intended to provide support for classroom instructional practice for teacher candidates. The sequence of field experiences includes a broad spectrum of interactions with diverse populations and communities. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of beginning educators. Fieldwork is a critical component of the teacher candidate's preparation, linking theory to practice and rooted in the LMU Conceptual Framework and informed by the California Commission on Teacher Credentialing requirements. Credit/No Credit grading. Interns and Teacher Practitioners only. Special approval required. Prerequisite: EDUR 6614.

EDUR 6955 Master's Thesis I 1 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 grading.

EDUR 6956 Master's Thesis II 1 A continuation of Master's Thesis I for students who have not completed their Master's thesis. Credit/No Credit grading. Special approval required.

EDUR 6957 Master's Thesis III 1 A continuation of Master's Thesis II for students who have not completed their Master's thesis. Credit/No Credit grading. Special approval required.

EDUR 6960 Introduction to Teaching and Learning 3 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 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 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 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 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 grading. Special approval required.

EDUR 6998 Special Studies 1 TO 3

EDUR 6999 Independent Studies 0 TO 3

INTERNSHIP

ISOE 2100 SOE Internships 0 TO 1 Students in this course will complete an internship while reflecting on how it relates to their School of Education coursework, professional skills, and career goals. This is a virtual course that includes assignments designed to expand your professional network, while developing strategies for the full-time job search. Students considering this course are strongly encouraged to work with Career and Professional Development (CPD) in the term preceding their internship. To successfully identify and apply to opportunities, please schedule an appointment with a career coach via Handshake, or stop by CPD to meet with a Peer Advisor. Credit/No Credit grading.

LMU School of Film and Television

ANIMATION

ANIM 100 History of Animation 3 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 101 Discovering Animation 3 An integration of various creative arts used in animation, including analysis of visual language, to complete a survey course of this selected topic. University Core fulfilled: Explorations: Creative Experience.

ANIM 120 Beginning Animation Workshop 3 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 TO 3

ANIM 199 Independent Studies 0 TO 3

ANIM 210 Visual Story Development 3 Introduction to visual techniques: color theory, design composition, and storyboarding. University Core fulfilled: Flag: Oral Skills.

ANIM 220 Intermediate Animation Workshop 3 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. Corequisite: ANIM 260.

ANIM 230 Introduction to 3D Computer Animation 3 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 250 Introduction to Interactive Animation 3 The integration of animation and interactivity is explored to show how user-controlled animation for games is different than for film and linear narratives. There is also an emphasis on design issues and scripting for interactivity. Lab fee.

ANIM 260 Digital Toolbox 3 Introduction to principles and practices of digital imaging as applicable to film and video, with an emphasis on software instruction for animated filmmaking. This course is co-requisite and must be taken at the same time as Intermediate Animation Workshop. Lab fee. Prerequisite: ANIM 120. Corequisite: ANIM 220.

ANIM 298 Special Studies 1 TO 3

ANIM 299 Independent Studies 0 TO 3

ANIM 301 Animated Perspectives 3 Animated Perspectives aims to provide students the opportunity to think deeply about the role their art will play after graduation. As creators, we are responsible for the impact our work has, and so it's important that we understand the "big picture" conversations that are happening in entertainment, such as: lack of racial diversity, breaking gender stereotypes, and more. By having an open discussion about relevant topics, students will create more socially conscious work. A diverse set of guest speakers from the animation industry will also provide honest advice on what it's really like to work in entertainment, including topics like dealing with unemployment and labor issues. LENL Flag.

ANIM 310 Intermediate Storyboard 3 Development of industry-standard storyboards for animation. Students will apply visual directing to draw storyboards as digital animatics, basing these on written scripts, existing sources and also their own creative work. Prerequisites: ANIM 210 and ANIM 220.

ANIM 320 Mechanics of Animation 3 Workshop in the art of animated film production.
Prerequisite: ANIM 220.

ANIM 330 Intermediate 3D Computer Animation 3 Further practical study in computer animation including: modeling; advanced articulation methods, techniques, and solutions; lighting; texture mapping; compositing; and rendering solutions. Prerequisite: ANIM 230.

ANIM 331 Intermediate 2D Computer Animation 3 Two-dimensional digital film production. Topics of study include: image processing and manipulation, motion and articulation strategies, digital production techniques, rendering, and compression techniques.

ANIM 332 Programming 3D Animation Tools 3 Building technical skills for animators: how to automate animated graphics, write tools, and customize user interfaces using Python scripting. Prerequisite: ANIM 230 or by approval of instructor. University Core fulfilled: Integrations: Interdisciplinary Connections; Flags: Information Literacy, Quantitative Reasoning.

ANIM 350 Intermediate Interactive Animation 3 Introduction to creative and technical aspects of interactive animation technology.
Prerequisite: ANIM 250.

ANIM 352 Game Design 3 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 play testing.

ANIM 353 Game Development 3 Development, production, marketing, and distribution of electronic games. Technical details of game and physics engines. Modeling, programming, and interaction techniques, with the practical application of skills used to develop an interactive project. Prerequisite: ANIM 352 or CMSI 375 .

ANIM 360 Character Design 3 An introduction to the principles of classical character design.
Prerequisite: ANIM 220.

ANIM 370 Character Animation 3 An intermediate study of the principles of character animation, with an emphasis on performance and the development of advanced proficiencies. Prerequisite: ANIM 220.

ANIM 371 3D Character Animation 3 An intermediate study of 3D character animation and software proficiencies, with an emphasis on the technical construction of an animated performance.
Prerequisites: ANIM 230 and ANIM 260.

ANIM 380 Visual Effects Compositing 3 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, ANIM 230, and ANIM 260.

ANIM 398 Special Studies 1 TO 3

ANIM 399 Independent Studies 0 TO 3

ANIM 410 Advanced Storyboard 3 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 Workshop and practical applications of experimental aesthetic techniques for animation, with an emphasis on visual innovation in a non-narrative setting. Lab fee.

ANIM 443 History and Analysis of Video Games 3 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 Advanced production and design of animated interactive content. Prerequisite: ANIM 250.

ANIM 480 Immersive Media Studio 3 Development of a 3D animated environment using virtual reality software tools to create an immersive user-controlled experience. Junior or senior standing required.

ANIM 490 Animation Practicum 3 Professional experience in animation. Animation internship. Portfolio and demo reel development. Vocational strategies. Junior or senior standing required.

ANIM 495 Thesis Project/Pre-Production 3 Pre-production design and development of an approved animated thesis, demonstrating the proficiencies of student's emphasis within the major. This is the first semester of a full-year production leading to the completion of the senior thesis.

ANIM 496 Thesis Project/Production 3 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 TO 3

ANIM 499 Independent Studies 0 TO 3

FILM AND TELEVISION ARTS

FTVA 198 Special Studies 0 TO 3

FTVA 199 Independent Studies 0 TO 3

FTVA 298 Special Studies 0 TO 3

FTVA 299 Independent Studies 0 TO 3

FTVA 398 Special Studies 0 TO 3

FTVA 399 Independent Studies 0 TO 3

FTVA 490 Entertainment Internship 0 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 TO 3 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 TO 3

FTVA 499 Independent Studies 0 TO 3

FTVA 555 Incubator Lab 0 TO 3

FTVA 590 Entertainment Internship 0 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 TO 3

FTVA 599 Independent Studies 0 TO 3

FTVA 688 Intern Practicum 0 TO 3 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 TO 3

FTVA 699 Independent Studies 0 TO 3

FILM AND TELEVISION STUDIES

FTVS 511 Television History 3 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 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 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 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 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 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 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 TO 4

FTVS 599 Independent Studies 0 TO 3

FTVS 610 Film/TV Topical Seminar 3 Seminar in current issues in cinema and television; focus changes per offering. Lab fee.

FTVS 611 Seminar in Film Genre 3 Advanced study in a film genre. Screenings, film, and lectures. Lab fee.

FTVS 612 Seminar in Film Authors 3 Advanced study of films of specific filmmakers. Screenings, lectures, and discussions. Lab fee.

FTVS 613 Seminar in National Film 3 Advanced study of films of a specific nationality. Screenings, lectures, and discussion. Lab fee.

FTVS 614 Seminar in Television and Video 3 Topical seminar focusing on critical analysis of topical media genres. Screenings, lectures, and discussions. Lab fee.

FTVS 698 Special Studies 1 TO 3

FTVS 699 Independent Studies 0 TO 3

FTVS 1010 Art of Cinema 4 An introduction to the elements that comprise film language and aesthetics and to the basic strategies of film analysis. It also provides an introduction to film as a cultural and historical text. Lab fee.

FTVS 1020 Art of Screen Media 4 A historical and aesthetic introduction to how television, video games and content developed for the web use and transform the elements of film language to shape and reflect cultural values and attitudes, especially as they have to do with representations of race, ethnicity, gender, sexual orientation, class, faith and religion, and disabilities. Lab fee.

FTVS 1898 Special Studies 0 TO 4 Lab fee.

FTVS 2100 World Cinema 1 (1895-1955) 4 A critical and historical survey of the major developments, trends, movements, personalities, and aesthetic innovations in World Cinema from the beginning of film to 1955. Lab fee.

FTVS 2117 World Cinema 2 (1955-1990) 4 A critical and historical survey of the major developments, trends, movements, personalities, and aesthetic innovations in World Cinema from 1955 to 1990. Lab fee.

FTVS 2120 TV Studies 4 A critical and historical introduction to the major developments and innovations in television history. It may be offered as a historical survey, focus on a specific historical time-frame, or it may offer a historical overview of a particular topic. Refer to the specific semester's description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 2127 Global TV Studies 4 See description for FTVS 2120 but applied in a Non-Western/Transnational context. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 2130 Documentary Film/Media 4 This course offers a critical introduction to Documentary film, video, or other digital media. It may focus only on film or on video/digital media or both. It may be offered as a historical survey, focus on a specific historical time-frame, or it may offer a historical overview of a particular topic. Refer to the specific semester's description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 2137 Global Documentary Film/Media 4 See description for FTVS 2130 but applied in a Non-Western/Transnational context. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 2898 Special Studies 0 TO 4 Lab fee.

FTVS 3200 Motion Picture Colloquium 4 Engages critical perspectives and discussions of current movies joined, whenever possible, by class encounters with the filmmakers themselves. Lab fee.

FTVS 3210 Visual and Textual Analysis 4 In-depth analysis of a wide variety of film and/or television texts with an eye toward deconstructing the storytelling and visual techniques that any particular text employs in order to create story structure and thematic meaning. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 3220 Analysis of Video Games 4 An examination of the history, development, and aesthetics of video games, their relationship to Film and TV, and their status as cultural artifacts. Lab fee.

FTVS 3230 Technology/Aesthetics 4 Focuses on a particular aspect of the history of a given film or media technology: editing, Technicolor, digital cinema, production design, mise-en-scène, animation, etc. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 3300 Women in Film 4 Provides a critical and historical survey of representations of women in film as well as an examination of works of women directors in an international context. This course is repeatable for degree credit up to two times, provided new course material is covered and a new subtitle has been designated. Lab fee.

FTVS 3310 Film/Media and Social Justice 4 Offers students an understanding of how certain movements, aesthetics, directors, and/or genres in film and media engage issues of social justice. This course may also address the intersection of spirituality, faith, religion and social justice issues. Refer to specific semester description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 3320 Introduction to Film/Media Theory 4 An introduction to the theoretical paradigms that underpin film and/or media studies. The course may be offered as a historical survey or focus on a minimum of two distinct theoretical traditions and the historical developments within them (e.g., psychoanalysis/theories of representation and ontological/realist film theory). Alternately, it may focus on introducing the work of a minimum of four dominant film theorists from different decades. Refer to the specific semester description. Prerequisite: FTVS 1010 or FTVS 1020. Lab fee.

FTVS 3700 Special Topics 4 A survey/introductory-style course with a historical and/or theoretical focus that covers any aspect of film, television, media, technology, or practice (e.g., history of editing, star studies, media theory, etc.). Refer to the specific semester's description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 3707 Global Special Topics 4 See description for FTVS 3700 but applied in a Non-Western/Transnational context. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 3800 Restricted Special Studies 0 TO 4 See description for FTVS 3700. May include a practicum/fieldwork component. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 3898 Special Studies 0 TO 4 Lab fee.

FTVS 3999 Independent Studies 0 TO 4

FTVS 4410 American Cinema 4 A critical introduction to American Cinema. It may be offered as a historical survey; it may focus on a specific historical timeframe; or, it may offer a historical overview of a particular topic. Refer to the specific semester descriptions, as multiple sections/topics may be offered. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4420 European Cinema 4 A critical introduction to European Cinema. It may be offered as a historical survey; focus on a specific historical timeframe; or, offer a historical overview of a particular topic, national, or regional cinema. Note: Includes Central Asia (Eastern Europe). Refer to the specific semester descriptions, as multiple sections/topics may be offered. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4437 Asian Cinema 4 A critical introduction to cinemas from East Asia and The Pacific. It may be offered as a historical survey; focus on a specific historical timeframe; or, offer a historical overview of a particular topic, national, or regional cinema. Note: Includes China, Japan, Korea, Thailand, Indonesia, Australia, New Zealand, etc. Refer to the specific semester descriptions, as multiple sections/topics may be offered. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4447 African/Middle Eastern Cinema 4 A critical introduction to cinemas of Africa. It may be offered as a historical survey; focus on a specific historical timeframe; or, offer a historical overview of

a particular topic, national, or regional cinema. Refer to the specific semester descriptions, as multiple sections/topics may be offered. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4457 Latin American Cinema 4 A critical introduction to cinemas from Latin America. It may be offered as a historical survey; focus on a specific historical timeframe; or, offer a historical overview of a particular topic, national, or regional cinema. Note: Includes the Caribbean. Refer to the specific semester descriptions, as multiple sections/topics may be offered. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4467 South Asian Cinema 4 A critical introduction to cinemas from South Asia. It may be offered as a historical survey; focus on a specific historical timeframe; or, offer a historical overview of a particular topic, national, or regional cinema. Note: Includes India, Afghanistan, Pakistan, Nepal, etc. Refer to the specific semester descriptions, as multiple sections/topics may be offered. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4500 Film Authors 4 An in-depth critical and theoretical study of films by a given author, or a comparative set of authors (this is not limited to directors). Refer to the specific semester's description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4507 Global Film Authors 4 See description for FTVS 4500 but applied in a Non-Western/Transnational context. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4510 TV Authors 4 An in-depth critical and theoretical study of films by a given author, or a comparative set of authors. This may be interpreted broadly to include television and/or media authors, specific video-game developers, or animation companies. Refer to the specific semester's description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4517 Global TV Authors 4 See description for FTVS 4510 but applied in a Non-Western/Transnational context. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4600 Film Genre 4 A critical and historical survey of a specific genre. For example: The Western, Melodrama, Horror, Film Noir, etc. Refer to the specific semester description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4607 Global Film Genre 4 See description for FTVS 4600 but applied in a Non-Western/Transnational context. May be repeated for credit once as long as topic is different.

Lab fee.

FTVS 4610 TV Genre 4 A critical, historical, and/or theoretical survey of a specific TV genre or set of genres. Refer to the specific semester description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4617 Global TV Genre 4 See description for FTVS 4610 but applied in a Non-Western/Transnational context. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4700 Special Topics Theory/History 4 This course provides an in-depth study of a particular theoretical paradigm or historical investigation in the context of film, media, and/or TV. Refer to the

specific semester description. Prerequisite: FTVS 1010 or FTVS 1020. Junior or senior standing required. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4707 Global Topics Theory/History 4 This course provides an in-depth study of the theoretical and/or historical paradigms that underpin the study of film in a global/transnational context. This course will deal with films produced in at least two distinct world regions (e.g., Latin America and Asia, etc.). Refer to the specific semester description. May be repeated for credit once as long as topic is different. Lab fee.

FTVS 4898 Special Studies 0 TO 4 Lab fee.

FTVS 4999 Independent Studies 0 TO 4

INTERNSHIP

IFTV 2100 SFTV Internships 0 TO 1 Students in this course will complete an internship while reflecting on how it relates to their School of Film and Television coursework, professional skills, and career goals. This is a virtual course that includes assignments designed to expand your professional network, while developing strategies for the full-time job search. Students considering this course are strongly encouraged to work with Career and Professional Development (CPD) in the term preceding their internship. To successfully identify and apply to opportunities, please schedule an appointment with a career coach via Handshake, or stop by CPD to meet with a Peer Advisor. Credit/No Credit grading.

FILM AND TELEVISION PRODUCTION

PROD 101 Production Bootcamp: The Film Crew at Work 3 This is an intensive introductory course that provides an overview of the film production process and the basics of digital film production. The focus of the course is on the process of collaborative content creation and will consist of lectures, practical labs, and production.

PROD 180 Pre-Production 3 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. Majors only.

PROD 198 Special Studies 0 TO 3

PROD 199 Independent Studies 0 TO 3

PROD 200 Introduction to Film Production: Making the Short Film 3 An introduction to the aesthetic and practical problems of communicating visually through motion pictures. Each student is required to produce several movies. Lab fee. Majors only. A grade of B- or higher is required. Prerequisites: FTVS 1010 and PROD 101. Corequisite: PROD 201.

PROD 201 Introduction to Film Production Lab 0 Training in the technical aspects of beginning film production: camera, sound, and lighting. Corequisite: PROD 200.

PROD 210 Introduction to Documentary Production 3 This is an intensive introductory course that provides an overview of the film production process and the basics of digital film production. The focus of the course is on the process of collaborative content creation and will consist of lectures, practical labs, and production.

PROD 240 Images of Faith and Justice 3 This course offers students the opportunity to explore faith and justice issues. The course includes a component of Community-Based Learning (CBL).

PROD 250 Writing, Producing, and Directing Episodic Television 3 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- or higher is required. Prerequisites: FTVS 1010 and PROD 101.

PROD 298 Special Studies 1 TO 3

PROD 299 Independent Studies 0 TO 3

PROD 326 Intermediate Pre-Production: Producing the Documentary Short 3 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 and SCWR 120.

PROD 328 International Documentary Pre-Production 3 This course surveys the theory and practice of writing for the international documentary and other forms of non-fiction media in television and film. International Documentary Production minors only.

PROD 330 Media Innovation: Small Format Video and the Web 3 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. University Core fulfilled: Flag: Engaged Learning.

PROD 340 Introduction to Cinematography Non-Fiction 3 An introduction to digital cameras, film stock, lighting, and grip equipment. Location and studio procedures for both sync and non-sync situations. A grade of C (2.0) or higher is required. Lecture and lab, 5 hours. Lab fee. Insurance fee. International Documentary Production minors only.

PROD 341 Cinematography I 3 An introduction to 16 mm 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. A grade of C (2.0) or higher is required. Prerequisite: PROD 200.

PROD 342 Cinematography II 3 Focused on developing an intermediate level knowledge of a cinematographer's skill sets and knowledge base, Cinematography II will include a greater emphasis on the development of a visual "Goal" or "Look," lighting, gripology, and the practice of various technical aspects of Cinematography. Lecture and lab, 5 hours. Lab fee. Insurance fee. Majors only. A grade of C (2.0) or higher is required. Prerequisite: PROD 341.

PROD 355 International Documentary Production 3 Planning, producing, and editing a documentary or experimental video production on actual international locations. Lecture and lab, 4 hours. Lab fee. Insurance fee. International Documentary Production minors only.

PROD 366 Post-Production I 3 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. A grade of C (2.0) or higher is required. Prerequisite: PROD 200.

PROD 367 Editing for Non-Majors 3 Post-production theory and practice as applied to film. Lab fee. A one-time substantial fee for editing supplied to be used in this and subsequent film production courses is required. An additional lab fee for this class is also required. Insurance fee. Non-majors only.

PROD 368 Production Planning 3 Pre-production theory and practice as applied to film/television. Special emphasis on the latest production facilities and their use. Majors only. A grade of C (2.0) or higher is required. Prerequisite: PROD 200.

PROD 379 Directing I: From Script to Stage 3 Survey of pre-production preparation for directors, including script analysis, casting, visualization, and working with actors. Lab fee. Insurance fee. Majors only. A grade of C (2.0) or higher is required. Prerequisite: PROD 200.

PROD 380 Music Video Production 3 This course investigates the relationship between the contemporary music video, non-narrative visual representation, and current social issues. With both theoretical and production components, students develop and produce a music video that addresses the needs of an outside client/artist. Prerequisite: PROD 390 or PROD 392.

PROD 381 Production Design 3 This course requires students to serve as production designer on an intermediate or advanced SFTV student film produced during the same semester, with the course's instructor guiding the production designer and director of the project to establish an effective and unique look and vision for the film. Prerequisite: PROD 390 or PROD 392.

PROD 390 Intermediate Production: Producing and Directing the Fiction Short 3 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, 8 minutes. Lab fee. Insurance fee. Majors only. A grade of B- or higher is required. Prerequisites: PROD 200, PROD 250, PROD 341, and PROD 379; RECA 250; SCWR 327. Corequisites: PROD 366 and RECA 367.

PROD 392 Intermediate Production: Producing and Directing the Documentary Short 3 Planning, producing, and editing a documentary or experimental video production on actual locations. Lecture and Laboratory, 4 hours. Lab fee. Insurance fee. Majors only. A grade of B- or higher is required. Prerequisites: PROD 200, PROD 250, PROD 326, PROD 341, and PROD 379; RECA 250. Corequisites:

PROD 366 and RECA 367.

PROD 398 Special Studies 0 TO 4

PROD 399 Independent Studies 0 TO 3

PROD 410 Film/TV Topical Seminar 3

PROD 431 Web Series Development 3 Students will learn how to develop a digital series, culminating in pitching an original project to a branded web agency. Students will discover how digital content can be a gateway into traditional TV or film and how it has created a new frontier for storytelling through new media. Prerequisite: PROD 200 or PROD 250.

PROD 433 Developing, Selling, and Monetizing Digital Content 3 This course teaches students how to develop, sell, and monetize digital content. The course explores the various types of digital content and deconstruct their audience and structure, as well as the changing world of television through the development of digital distribution, branded entertainment, and web series. Prerequisite: PROD 200 or PROD 250.

PROD 435 Film and Television Development 3 This course is designed to enhance students' understanding of the feature film and TV development process while exploring critical concepts and common business practices. This course will educate and inform the student about how best to analyze and then create concepts for TV and film. Prerequisite: PROD 200 or PROD 250.

PROD 439 Producing Master Class 3 This course explores the art of creative producing, familiarizing students with the various aspects of the producing process from idea to getting a project sold. Prerequisite: PROD 390 or PROD 392.

PROD 440 Cinematography III: Practicum for Cinematographers 3 Further studies in the techniques of camera and lighting for film and video. Lab fee. Insurance fee. Majors only. Seniors only. Prerequisites: PROD 390 or PROD 392; RECA 367.

PROD 460 Capstone Experience: Advanced Practicum 3 This class will fulfill your thesis requirement in lieu of PROD 490 or PROD 492. 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 390 or PROD 392 and RECA 367.

PROD 464 Visual Effects 3 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 390 or PROD 392; RECA 367.

PROD 466 Advanced Editing: Practicum for Editors 3 Further studies in aesthetics and the techniques of editing for film and/or TV. Lab fee. Insurance fee. Majors only. Seniors only. Prerequisites: PROD 390 or PROD 392; RECA 367.

PROD 467 Post-Production Sound 3 Advanced sound theory with actual experience in sound re-recording for both film and television. Prerequisite: RECA 367.

PROD 480 Advanced Production Seminar 1 TO 3 Seminar/workshop course in special advanced techniques in production and post-production topics. School of Film and Television students only. Seniors only. May be repeated for degree credit up to four times. Prerequisites: PROD 390 or PROD 392; RECA 367.

PROD 484 Visual Design 3 Through lectures and practical assignments, students learn how to clearly and effectively communicate content through the design principles at work in still and moving images. Prerequisite: PROD 200.

PROD 487 Actor Workshop 3 Seminar/workshop course in special advanced techniques in production and post-production topics. School of Film and Television students only. May be repeated for degree credit up to four times. Prerequisite: PROD 390 or PROD 392.

PROD 488 Directing the Camera 3 Beginning with an introduction to the fundamental differences between montage and mise-en-scène, the course will teach students the art and craft of designing, blocking, and executing sophisticated scenes with moving characters, in order to visualize the dramatic content of a scene. Prerequisite: PROD 390 or PROD 392.

PROD 489 Advanced Directing Seminar 3 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 390 or PROD 392; RECA 367.

PROD 490 Advanced Production: Producing and Directing the Fiction Short 3 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 paraprofessional 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 390 or PROD 392; RECA 367.

PROD 492 Advanced Production: Producing and Directing the Documentary Short 3 Writing the thesis (documentary) project and preparing the script for production. Practical experience in motion picture production on a paraprofessional 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. Offered Spring semester only. Prerequisites: PROD 390 or PROD 392, PROD 379; RECA 367.

PROD 495 Post-Finishing the Film 3 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 490 or PROD 492.

PROD 498 Special Studies 0 TO 4

PROD 499 Independent Studies 0 TO 3

PROD 500 Directing the Short Film I: Vision and Exploration 3 Introduction to the aesthetic and practical problems of communicating visually through motion pictures. Involves group projects. A grade of B- or higher is required. Corequisites: PROD 541, PROD 566; SCWR 501.

PROD 530 Intermediate Documentary Pre-Production 3 Research and development of a documentary idea to be produced in the advanced documentary course. Prerequisites: PROD 500, PROD 541, PROD 566, SCWR 501, all with a minimum grade of B-.

PROD 541 Introduction to Cinematography 3 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. A grade of B- or higher is required. Corequisites: PROD 500, PROD 566; SCWR 501.

PROD 550 Directing the Short Film II: Visual Storytelling 3 Practicum in production of fictional student projects 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- or higher is required. Prerequisites: PROD 500, PROD 541, PROD 566, SCWR 501, all with a minimum grade of B-. Corequisites: PROD 530 or SCWR 530, PROD 570, and RECA 500.

PROD 566 Introduction to Post-Production 3 Post-production theory and practice as applied to film and television. Majors only. A grade of B- or higher is required. Corequisites: PROD 500, PROD 541; SCWR 501.

PROD 567 Practicum in Color Correction 3 This course presents an introduction to color theory and the craft of color correction. We will be going over techniques to create a better understanding of how we interact with color, how we can affect color, and developing abilities as a colorist. Prerequisite: PROD 566.

PROD 570 Production Planning 3 In-depth study of production planning with an emphasis on budgeting and scheduling for the intermediate and advanced projects. Prerequisites: PROD 500, PROD 541, PROD 566, SCWR 501, all with a minimum grade of B-. Corequisites: PROD 530 or SCWR 530, PROD 550, RECA 500.

PROD 580 Music Video Production 3 This course investigates the relationship between the contemporary music video, non-narrative visual representation, and current social issues. With both theoretical and production components, students develop and produce a music video that addresses the needs of an outside client/artist. Prerequisite: PROD 500.

PROD 581 Production Design 3 This course requires students to serve as production designer on an intermediate or advanced SFTV student film produced during the same semester, with the course's instructor guiding the production designer and director of the project to establish an effective and unique look and vision for the film. Prerequisite: PROD 500.

PROD 598 Special Studies 0 TO 4

PROD 599 Independent Studies 0 TO 3

PROD 600 Directing the Short Film III: Directing Actors 6 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. A grade of B- or higher is required. Prerequisites: PROD 530 or SCWR 530; PROD 550 with a minimum grade of B-.

PROD 626 Pre-Production for Documentary Thesis 3 Research and development of a non-fiction idea for the thesis film. Majors only. Prerequisite: PROD 600 with a minimum grade of B-.

PROD 631 Web Series Development 3 Students will learn how to develop a digital series, culminating in pitching an original project to a branded web agency. Students will discover how digital content can be a gateway into traditional TV or film and how it has created a new frontier for storytelling through new media. Prerequisite: PROD 550.

PROD 633 Developing, Selling, and Monetizing Digital Content 3 This course teaches students how to develop, sell, and monetize digital content. The course explores the various types of digital content and deconstruct their audience, and structure, as well as the changing world of television through the development of digital distribution, branded entertainment, and web series. Prerequisite: PROD 550.

PROD 635 Film and Television Development 3 This course is designed to enhance students' understanding of the feature film and TV development process while exploring critical concepts and common business practices. This course will educate and inform the student about how best to analyze and then create concepts for TV and film. Prerequisite: PROD 550.

PROD 639 Producing Master Class 3 This course explores the art of creative producing, familiarizing students with the various aspects of the producing process from idea to getting a project sold. Prerequisite: PROD 600.

PROD 642 Cinematography II 3 Focused on developing an intermediate level knowledge of a cinematographer's skill sets and knowledge base, Cinematography II will include a greater emphasis on the development of a visual "Goal" or "Look," lighting, gripology, and the practice of various technical aspects of Cinematography. Graduate majors only. Prerequisite: PROD 541 with a minimum grade of B-.

PROD 649 Cinematography Master Class 3 Further studies in the techniques of camera and lighting for film and video. Graduate majors only. Prerequisites: PROD 541 and PROD 550, both with a minimum grade of B-.

PROD 650 Thesis Project I: Pre-Production and Production 3 Pre-production and production of a major fiction or documentary project. Consent of Graduate Committee required. Prerequisites: PROD 600 with a minimum grade of B-; PROD 626 or SCWR 620.

PROD 664 Visual Effects 3 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 with a minimum grade of B-.

PROD 666 Advanced Editing 3 Further studies in the theory, aesthetics, and techniques of editing for film and/or television. Lab fee. Insurance fee. Prerequisite: PROD 550 with a minimum grade of B-.

PROD 670 Thesis Project II: Post-Production 3 Editing and completion of the thesis project. Consent of Graduate Committee required. Prerequisite: PROD 650 with a minimum grade of B-.

PROD 671 Thesis Project: Post-Finishing the Film 1 TO 3 Registration is required until Thesis Project is completed. Prerequisite: PROD 670.

PROD 675 Thesis Portfolio 3 Completion of the thesis portfolio. Consent of Chair required. Prerequisite: PROD 600 with a minimum grade of B-.

PROD 680 Advanced Directing Seminar 3 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 with a minimum grade of B-.

PROD 684 Visual Design 3 Through lectures and practical assignments, students learn how to clearly and effectively communicate content through the design principles at work in still and moving images. Prerequisite: PROD 550.

PROD 685 Advanced Production Seminar 1 TO 3 Seminar/workshop course in special advanced techniques in production and post-production topics. Lab fee. Insurance fee. Majors only. May be repeated for degree credit up to three times. Prerequisite: PROD 550 with a minimum grade of B-.

PROD 687 Actor Workshop 3 Seminar/workshop course in special advanced techniques in production and post-production topics. School of Film and Television students only. May be repeated for degree credit up to four times. Prerequisite: PROD 600.

PROD 688 Directing the Camera 3 Beginning with an introduction to the fundamental differences between montage and mise-en-scène, the course will teach students the art and craft of designing, blocking, and executing sophisticated scenes with moving characters, in order to visualize the dramatic content of a scene. Prerequisite: PROD 550.

PROD 698 Special Studies 0 TO 4

PROD 699 Independent Studies 0 TO 3

Recording Arts

RECA 220 Fundamentals of Sound 3 The behavior of sound in various environments and techniques of modifying sound. RECA majors only. A grade of B (3.0) or higher is required.

RECA 250 Sound Design 3 An introduction to the aesthetic, pragmatic, and technical issues of motion picture sound recording, editing, and mixing. PROD and RECA majors only. Prerequisite: FTVS 1010 or FTVS 1020. A grade of B (3.0) or higher is required for RECA majors.

RECA 258 Sound Editing for Screen Arts 3 Introduction to sound effects and dialog editing using random access digital sound and picture. RECA majors only. Prerequisite: RECA 250 with a grade of C (2.0) or better.

RECA 293 How Music Rocks and Rolls 3 Study of psychological and neuroscientific basis of human music preferences by looking at most relevant research on human brain and music, as well as the theories that were developed based on that research. Ultimately, searching for the answers of why certain songs become huge music hits. University Core fulfilled: Explorations: Understanding Human Behavior.

RECA 298 Special Studies 1 TO 3

RECA 299 Independent Studies 0 TO 3

RECA 322 Recording Technology 3 The electronic theories of sound recording and reproduction. RECA majors only. Prerequisites: RECA 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, and RECA 258. Corequisite: RECA 353.

RECA 330 Sound Design for Documentary 3 An introduction to the aesthetics, pragmatic, and technical issues of motion picture sound recording, editing, and mixing for documentary. International Documentary Production minors only.

RECA 353 Sound on Set: Production Sound Techniques 3 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. Prerequisites: RECA 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, and RECA 258. Corequisite: RECA 322.

RECA 358 Post-Production Sound 3 Advanced applications in film and television sound post-production: ADR, Foley, dialog and sound effects editing, and mixing. RECA majors only. Prerequisites: RECA 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, RECA 258, RECA 322, and RECA 353. Corequisites: RECA 361 and RECA 362.

RECA 361 Capturing Live Music 3 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 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, RECA 258, RECA 322, and RECA 353; MUSC 104 and MUSC 107. Corequisites: RECA 358 and RECA 362.

RECA 362 Audio Software Applications 3 In-depth study of audio software applications. Plugins and standalone software usage. RECA majors only. Prerequisites: RECA 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, RECA 258, RECA 322, and RECA 353; MUSC 104 and MUSC 107. Corequisites: RECA 358 and RECA 361.

RECA 367 Sound for Filmmakers 3 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 and RECA 250.

RECA 393 Movie Music 3 By watching and listening to film soundtracks, as presented through more than 200 film clips, students perform extensive visual and audio analysis of how music contributes to narrative cinematic arts. Students will be connecting visual and audio structural elements of film as they are related to important psychological principles such as humans having bias toward predictability, especially when it comes to musical expectations. Combined interdisciplinary concepts of psychology, music, and film are used to achieve the learning outcomes. University Core fulfilled: Integrations: Interdisciplinary Connections.

RECA 394 Music Supervision 3 Defining the role of the music supervisor in drawing on the combined resources of the film and television communities to marry music and moving images, this course is for anyone interested in the business and art of film and television music. Lectures and discussion with guest speakers (music supervisors, composers, filmmakers, producers, music licensing representatives, and executives) present the principles and procedures of music supervision.

RECA 395 Video Game Sound 3 Developing basic skills and understanding of modern video game engines. Sound/music design and implementation through using "Unity 3D" game engine will build a practical foundational knowledge of sound design and programming.

RECA 397 Recording Arts Internship 1 TO 3

RECA 398 Special Studies 1 TO 3

RECA 399 Independent Studies 0 TO 3

RECA 461 Multi-Track Studio Recording 3 Music production and sound engineering using multi-track studio recording techniques. Lecture and Laboratory, 6 hours. RECA majors only. Prerequisites: RECA 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, RECA 258, RECA 322, RECA 353, RECA 358, RECA 361; MUSC 104 and MUSC 107.

RECA 464 Advanced Audio 3 Supervised and advanced projects in audio applications. RECA majors only. Prerequisites: RECA 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, RECA 258, RECA 322, RECA 353, RECA 358, RECA 361, RECA 362, and RECA 461; MUSC 104 and MUSC 107. Corequisite: RECA 470.

RECA 468 Advanced Post-Production Sound 3 Further studies in sound and practical experience in post-production sound. Prerequisite: RECA 358 or RECA 367.

RECA 470 Senior Capstone Portfolio 3 Supervised project in multi-track recording and production or film production and post-production sound. The student will author a portfolio containing all the work completed as a partial fulfillment of RECA degree requirements. RECA majors only. Prerequisites: RECA 220 with a grade of B (3.0) or higher, RECA 250 with a grade of B (3.0) or higher, RECA 258, RECA 322, RECA 353, RECA 358, RECA 361, RECA 362, RECA 461; MUSC 104 and MUSC 107. Corequisite: RECA 464.

RECA 493 Contemporary Issues: Recording Arts 3 Further studies in sound recording theory and practice. RECA majors only. Prerequisite: RECA 461.

RECA 497 Recording Arts Internship 1 TO 3

RECA 498 Special Studies 1 TO 3

RECA 499 Independent Studies 0 TO 3

RECA 500 Sound for Production 3 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 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. Corequisite: PROD 600.

RECA 568 Advanced Post-Production Sound 3 Further studies in sound and practical experience in post-production sound. PROD and RECA majors only. Prerequisites: RECA 500 and RECA 567.

RECA 593 Movie Music 3 By watching and listening to film soundtracks, as presented through more than 200 film clips, students perform extensive visual and audio analysis of how music contributes to narrative cinematic arts. Students will be connecting visual and audio structural elements of film as they are related to important psychological principles such as humans having bias toward predictability, especially when it comes to musical expectations. Combined interdisciplinary concepts of psychology, music, and film are used to achieve the learning outcomes. University Core fulfilled: Integrations: Interdisciplinary Connections.

RECA 597 Recording Arts Internship 1 TO 3

RECA 598 Special Studies 0 TO 3

RECA 599 Independent Studies 0 TO 3

SCREENWRITING

SCWR 120 Storytelling for the Screen 3 The elements of storytelling as applied to the screen includes an examination of ethics and learning screenwriting basics by writing a short film script.

SCWR 220 Feature Story Development 3 Practicum in the basics of screenwriting; idea, outline, plot, characterization, etc. Analysis of scripts. Lab fee. Sophomores and juniors only. Prerequisite: SCWR 120 completed with a grade of B (3.0) or higher. University Core fulfilled: Flag: Writing.

SCWR 230 Write a Movie, Change the World 3 Students will learn how to write social issue based, short screenplays. Prerequisite: SCWR 120. University Core fulfilled: Flag: Writing.

SCWR 298 Special Studies 1 TO 3

SCWR 299 Independent Studies 0 TO 3

SCWR 320 Feature Screenplay: Writing the First Draft 3 Practical experience in writing feature film scripts with analysis of plot, character development, and structure. Lab fee. Majors/minors only. Juniors only. Prerequisite: SCWR 220 completed with a grade of B (3.0) or higher.

SCWR 321 Rewriting the Feature Screenplay 3 Practical experience in completing or rewriting a feature-length screenplay. May be repeated once. Majors/minors only. Juniors or seniors only. Prerequisite: SCWR 320.

SCWR 322 Genre Screenwriting 3 Elements of writing popular film genres. Prerequisite: SCWR 320.

SCWR 325 Writing the Comedy TV Series Spec 3 Practical experience in writing in various comic forms with emphasis on television situation comedy. Majors/minors only. Prerequisite: SCWR 220. University Core fulfilled: Explorations: Creative Experience; Flags: Oral Skills, Writing.

SCWR 326 Writing the Drama TV Series Spec 3 Practical experience in writing one-hour episodic television drama. School of Film and Television majors only. Prerequisite: SCWR 220.

SCWR 327 Developing and Writing the Short Film 3 Elements of screenwriting as applied to short films intended for production. Prerequisite: SCWR 120. University Core fulfilled: Flag: Writing.

SCWR 328 Writing the TV Pilot 3 Practical experience in writing the original television pilot comedy or drama. Majors/minors only. Juniors or seniors only. Prerequisite: SCWR 220.

SCWR 329 Directing for Screenwriters 3 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 or PROD 250 and SCWR 220.

SCWR 340 Video Game Writing 3 Students will learn about the various challenges that video game writers face and how the game writing craft diverges from traditional storytelling to create its own dynamic art form. Students will come to understand how to use the medium to create rich, compelling, and ultimately powerful narrative experiences for the player. Further, this class will offer insight to students about the emerging opportunities available in the games industry for writers.

SCWR 398 Special Studies 0 TO 4

SCWR 399 Independent Studies 0 TO 3

SCWR 420 Writing the Senior Project: Feature Screenplay or TV Pilot 3 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. Majors/minors only. Lab fee. Prerequisites: SCWR 320 and SCWR 321.

SCWR 421 Rewriting the Senior Project: Feature Screenplay or TV Pilot 3 Practical experience revising the senior project draft. Majors/minors only. Prerequisite: SCWR 420.

SCWR 427 Writing Shorts for Production 3 Practical experience in writing production-ready short scripts based on or inspired by their existing feature or pilot TV scripts or for a stand-alone project. School of Film and Television majors only. Juniors or seniors only. Prerequisite: SCWR 220 or SCWR 327.

SCWR 428 Adaptation: Source to Screen 3 Practical experience in translating books (novels and/or non-fiction) into film scripts. Prerequisite: SCWR 320. University Core fulfilled: Flag: Oral Skills.

SCWR 498 Special Studies 0 TO 4

SCWR 499 Independent Studies 0 TO 3

SCWR 501 Production Fundamentals for Writing for the Screen 3 Elements of screenwriting as applied to short films intended for production. Corequisites: PROD 500, PROD 541, PROD 566.

SCWR 510 Production Fundamentals for Writing and Producing for TV 3 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 Production Fundamentals for Writing and Producing for TV 3 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 527 Writing Shorts for Production 3 Practical experience in writing production-ready short scripts based on or inspired by their existing feature or pilot TV scripts or for a stand-alone project. School of Film and Television majors only. Graduate students only. Prerequisite: SCWR 501 or SCWR 510 or SCWR 511.

SCWR 530 Developing the Short Film 3 Intermediate screenwriting techniques as applied to short films intended for production. Prerequisite: SCWR 501.

SCWR 540 Elements of Feature Screenwriting 3 Elements of feature film screenwriting related to idea, character, story and structure development, scene and sequence construction, and elements of genres.

SCWR 541 Writing the Feature Screenplay 3 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 Elements of dramatic writing include emphasis on the television art form and the practical aspects of writing television genres.

SCWR 551 Feature Screenwriting: Writing and Producing for TV 3 WPTV majors only. Prerequisites: SCWR 511 and SCWR 550.

SCWR 552 Digital Storytelling 3 Practical experience writing episodic content for the Internet. Juniors, seniors, or graduate students only.

SCWR 553 Writing for Reality Television 3 Practical experience in writing for reality television. Juniors, seniors, or graduate students only.

SCWR 554 The TV Writers Room 3 Students gain practical experience pitching and working in the writers rooms of drama and comedy television series. Prerequisites: SCWR 511 and SCWR 550.

SCWR 560 Writing the Feature for Directors 3 Practical experience writing a first draft feature length screenplay. Film and Television Production graduate majors only. Prerequisite: SCWR 501.

SCWR 598 Special Studies 0 TO 4

SCWR 599 Independent Studies 0 TO 3

SCWR 611 Planning Ahead: Producing Fundamentals 3 Practical experience as a producer managing the planning, budgeting, and scheduling of the episodic television art form.

SCWR 620 Writing the Production Thesis Screenplay 3 Writing the thesis narrative project and preparing the script for production. Prerequisite: SCWR 530.

SCWR 635 Advanced Motion Picture Script Analysis 3 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 the Feature Screenplay 3 Practical experience rewriting the feature film screenplay. Corequisite: SCWR 650. Prerequisites: SCWR 540 and SCWR 541.

SCWR 641 Feature Film and Television Adaptation 3 Broad survey of the wide range of adaptation concepts, practices, and processes. Prerequisites: SCWR 551 and SCWR 640.

SCWR 650 Advanced Feature Screenwriting 3 Practical experience writing a feature-length screenplay. Corequisite: SCWR 640.

SCWR 651 Rewriting the Advanced Screenplay 3 Practical experience rewriting the feature film screenplay. Prerequisite: SCWR 650.

SCWR 660 Writing the Drama TV Series Spec 3 Practical experience writing a "spec" episode of a current one-hour drama. Prerequisites: SCWR 510 or SCWR 511; SCWR 540 or SCWR 550.

SCWR 661 Writing an Original Drama Pilot 3 Practical experience creating an original one-hour drama series and writing the pilot teleplay. Prerequisite: SCWR 660 or SCWR 670. Repeatable for credit up to 9 semester hours.

SCWR 670 Writing the Comedy TV Series Spec 3 Practical experience writing a "spec" episode of a current half-hour situation comedy. Prerequisites: SCWR 510 or SCWR 511; SCWR 540 or SCWR 550.

SCWR 671 Writing an Original Comedy Pilot 3 Practical experience creating an original half-hour situation comedy series and writing the pilot teleplay. Prerequisite: SCWR 660 or SCWR 670. Repeatable for credit.

SCWR 675 Rewriting the Television Pilot: Comedy and Drama 3 Rewriting original pilot projects.

SCWR 680 Preproduction for Thesis Project 3 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 SCWR 671.

SCWR 681 Post-Production for Thesis Project 3 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 Portfolio Workshop 3 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. Prerequisite: SCWR 680.

SCWR 685 The Business of Entertainment 3 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 SCWR 651 or SCWR 670 and SCWR 671.

SCWR 689 Directing and Acting for Screenwriters 3 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 Practical experience writing a feature-length screenplay.

SCWR 691 Rewriting Thesis Screenplay Project 3 Practical experience rewriting a feature film screenplay. Prerequisite: SCWR 690.

SCWR 692 Feature Film and Television Portfolio Workshop 3 Develop new or continue to work on previously written material to raise the quality of portfolio to industry standard; includes preparing marketing materials for projects. Prerequisite: SCWR 680 or SCWR 690.

SCWR 698 Special Studies 0 TO 4

SCWR 699 Independent Studies 0 TO 3

AEROSPACE STUDIES

AERO 101 Foundation of the USAF II 1 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 Students are exposed to leadership experiences by learning basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group

activities. (Taken concurrently with AERO 100, mandatory for cadets, not offered to students not pursuing an AFROTC commission.)

AERO 103 Laboratory II 0 Students are exposed to leadership experiences by learning basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group activities. (Taken concurrently with AERO 101, mandatory for cadets, not offered to students not pursuing an AFROTC commission.)

AERO 200 The Evolution USAF Air and Space Power I 1 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 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 Students are exposed to leadership experience by directing others in basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group activities. (Taken concurrently with AERO 200, mandatory for cadets, not offered to students not pursuing an AFROTC commission.)

AERO 203 Laboratory IV 0 Students are exposed to leadership experience by directing others in basic military drill and ceremonies, participating in physical fitness activities, and participating in challenging group activities. (Taken concurrently with AERO 201, mandatory for cadets, not offered to students not pursuing an AFROTC commission.)

AERO 300 Air Force Leadership Studies I 3 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 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.

Corequisite: AERO 303.

AERO 302 Laboratory V 0 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, not offered to students not pursuing an AFROTC commission.)

AERO 303 Laboratory VI 0 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, not offered to students not pursuing an AFROTC commission).

AERO 400 National Security Affairs Preparation for Active Duty I 3 Students examine the national security process, regional studies, the complexities of just war theory and how it relates to the laws of armed conflict, advanced leadership ethics, and Air Force and Joint Doctrine. Special topics of interest focus on the military profession, officership, civilian control of the military, and current issues. Effective communication skills continue to be emphasized.

AERO 401 National Security Affairs Preparation for Active Duty II 3 Students examine the national security process, regional studies, the complexities of just war theory and how it relates to the laws of armed conflict, advanced leadership ethics, and Air Force and Joint Doctrine. Special topics of interest focus on the military profession, officership, civilian control of the military, and current issues. Effective communication skills continue to be emphasized.

AERO 402 Laboratory VII 0 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, not offered to students not pursuing an AFROTC commission.)

AERO 403 Laboratory VIII 0 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, not offered to students not pursuing an AFROTC commission.)

FIRST YEAR SEMINAR

FFYS 1000 First Year Seminar 4 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 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.

HONORS

HNRS 1000 Honors Colloquium: Introduction to Honors 1 An orientation to the pursuit of academic excellence at LMU and to the opportunities and expectations students will encounter in the University Honors Program.

HNRS 1100 Honors Philosophical Inquiry 3 OR 4 An introduction to the various modes of philosophical inquiry and to the great philosophical questions that are central to a humanistic education in the Catholic intellectual tradition, taught in small, seminar-style course sections.

HNRS 1110 On Human Dignity 3 OR 4 An examination of what it means to be human as reflected in and fashioned by significant philosophical works, both classical and contemporary.

HNRS 1200 Honors Theological Inquiry 3 OR 4 A historical, literary, and social exploration of theological images of creation and the divine.

HNRS 1810 On the Sublime 3 OR 4 A First-Year Honors seminar that presents students to the "Great Ideas" and the overarching themes of the intellectual tradition.

HNRS 1998 Special Studies 1 TO 4

HNRS 1999 Independent Studies 1 TO 4

HNRS 2000 Honors Colloquium: Research and Exhibition 1 An orientation to the practice of research (and creative activity), including the formulation by the student of a problem worthy of in-depth study and the public exhibition of the student's work.

HNRS 2100 Honors Historical Analysis and Perspectives 3 OR 4 An exploration of both the unfamiliar past and the processes by which the world of the present was created, taught in smaller, seminar-style course sections.

HNRS 2110 Republic to Prince 3 OR 4 A study of history and the construction of civilizations from the ancient to early modern periods.

HNRS 2120 Age of Leviathan 3 OR 4 A historical presentation of the major concepts, ideologies, and movements that have dominated the path to contemporary globalization.

HNRS 2200 Honors Nature of Science, Technology, and Mathematics 3 OR 4 An exploration of the methods of inquiry used in science, engineering, and/or mathematics, taught in smaller, seminar-style course sections.

HNRS 2210 On Motion and Mechanics 3 OR 4 An experiential course employing scientific, mathematical, and engineering methods to study the world around us and solve technical problems.

HNRS 2220 On the Nature of Things 3 OR 4 An examination of the history, philosophy, and nature of scientific discovery, theory, and practice.

HNRS 2300 Honors Literary Analysis 3 OR 4 An exploration of the study of multiple literary forms such as poetry, plays, fiction, literary non-fiction, and films, introducing students to the formal and technical features of literary texts as well as their connections to historical, social, philosophical, theological, and scientific issues, taught in smaller, seminar-style course sections.

HNRS 2998 Special Studies 1 TO 4

HNRS 2999 Independent Studies 1 TO 4

HNRS 3000 Honors Colloquium: Post-Baccalaureate Success 1 An orientation to the opportunities that await students beyond LMU (including national and international scholarship, service, and career opportunities) and preparation for pursuing them effectively.

HNRS 3100 Honors Ethics and Justice 3 OR 4 An investigation of major philosophical, theological, and spiritual traditions of ethics and their application to concrete contexts of practice and choice, taught in smaller, seminar-style course sections.

HNRS 3110 Beyond Good and Evil 3 OR 4 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 3998 Special Studies 1 TO 4

HNRS 3999 Independent Studies 1 TO 4

HNRS 4000 Honors Colloquium: Portfolio 0 Completion of a portfolio demonstrating satisfactory fulfillment of the requirements for University Honors, including the submission of the final Honors undergraduate thesis or capstone project and documented attempt at disseminating this work at the Undergraduate Research Symposium or an external disciplinary conference. Credit/No Credit grading.

HNRS 4100 Honors Thesis 3 TO 4 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 4998 Special Studies 1 TO 4

HNRS 4999 Independent Studies 0 TO 4

ORIENTATION

ORNT 1000 Freshman Forum 0 This Introduction to LMU for Freshman Students forum provides key information to assist students with making a successful transition to LMU. New freshmen only.

ORNT 2000 Transfer Forum 0 This Introduction to LMU for Transfer Students forum provides key information to assist students with making a successful transition to LMU. New transfer students only.

RHETORICAL ARTS

RHET 1000 Rhetorical Arts 4 This course teaches an integrated set of skills, competencies, and knowledge that enables students to engage in public debate with persuasive force and stylistic excellence. It emphasizes such rhetorical concepts as invention, arrangement, claims with supporting evidence, exigency and audience. Emerging out of Renaissance humanism, Jesuit rhetoric (or Eloquentia Perfecta) developed the classical ideal of the good person writing and speaking well for the public good and promotes the teaching of eloquence combined with erudition and moral discernment. Developing this tradition in light of modern composition study and communication theory, the Rhetorical Arts course complements the other Foundation courses with topics such as

ethics and communication, virtue and authority, knowledge and social obligation. The objectives of the Rhetorical Arts course are to foster critical thinking, moral reflection, and articulate expression. Ultimately, the Rhetorical Arts course furthers the development of essential skills in written and oral communication and information literacy, as well as providing opportunities for active engagement with essential components of the Jesuit and Marymount educational traditions. More specifically, students will:

have written and oral communication skills that enable them to express and interpret ideas--both their own and those of others--in clear language.

understand the rhetorical tradition and apply this knowledge in different contexts.

refine foundational skills in critical thinking obtained in the FYS.

distinguish between types of information resources and how these resources meet the needs of different levels of scholarship and different academic disciplines.

identify, reflect upon, integrate, and apply different arguments to form independent judgments.

conceptualize an effective research strategy, and then collect, interpret, evaluate and cite evidence in written and oral communication.