



LOYOLA MARYMOUNT UNIVERSITY



Graduate Division Bulletin

FALL TERM 2000
SPRING TERM 2001
SUMMER SESSION 2001

Loyola Marymount University

Fall Term 2000 - Spring Term 2001 - Summer Session 2001

2000-2001 Graduate Division Bulletin

CollegeSource

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Loyola Marymount University

Graduate Division Bulletin

Fall and Spring Terms, 2000-2001

Summer Term, 2001

GRADUATE DIVISION

University Hall, Suite 2500

Loyola Marymount University

7900 Loyola Boulevard

Los Angeles, California 90045-8322

Telephone: (310) 338-2721

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Loyola Marymount University

The Graduate Admissions Office

is located in University Hall, Suite 2500.

All communication concerning Graduate Studies should be addressed to:

Graduate Division
 Loyola Marymount University
 7900 Loyola Boulevard
 Los Angeles, California 90045-8322
 Telephone: (310) 338-2721
 Fax: (310) 338-6086

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

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

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

The information in the bulletin applies to the academic year 2000-2001 and is accurate and current, to the best of our knowledge, as of June 2000. The University reserves the right to change programs of study, academic requirements, lectures, teaching staffs, the announced University calendar, and other matters described in the bulletin without prior notice, in accordance with established procedure.

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

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

Loyola Marymount University
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Accreditation

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

Accreditation Board for Engineering and Technology, Inc. (Undergraduate)
 American Art Therapy Association
 American Assembly of Collegiate Schools of Business
 American Bar Association
 American Chemical Society
 Association of American Law Schools
 California State Commission on Teacher Credentialing
 Committee of Bar Examiners of the State Bar of California
 International Association of Counseling Services
 National Association of Schools of Art and Design
 Commission on Accreditation
 National Association of Schools of Dance
 National Association of Schools of Theatre
 National Council for Accreditation of Teacher Education
 Western Association of Schools and Colleges*

Honor Societies

Alpha Sigma Nu
 Beta Gamma Sigma – Business
 Kappa Delta Pi – Education

Membership

Loyola Marymount University is a member of the following organizations:

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

*Western Association of Schools and Colleges is located at:
 985 Atlantic Avenue, Suite 100, Alameda, CA94501
 Telephone: (510) 748-9001

University Calendar 2000-2001

This calendar represents the University's best judgment and projection of the course of conduct of the University during the periods addressed therein. It is subject to change due to forces beyond the University's control or as deemed necessary by the University in order to fulfill its educational objectives.

FALL 2000

August 28	M	Classes Begin
September 1	F	Last Day for Late Registration and Change of Program for all courses
September 4	M	HOLIDAY - Labor Day
September 29	F	Last Day to file Application for Degree for December 2000
October 23	R	HOLIDAY - 010-599 courses; 600 level courses meet
October 24	F	HOLIDAY - 010-599 courses; 600 level courses meet
November 3	F	Last Day to withdraw from class; Last Day to file for Credit/No Credit grading
November 13	M	Advance Registration for continuing students for Spring 2001
November 23	R	HOLIDAY - Thanksgiving
November 24	F	HOLIDAY - Thanksgiving
December 11	M	Registration begins for new students for Spring 2001
December 11-15		Examinations
December 22 - January 1		Christmas Holidays; Administrative Offices closed

SPRING 2001

January 10	W	Classes begin
January 15	M	HOLIDAY - Martin Luther King Day
January 17	W	Last Day for Late Registration and Change of Program
January 17	W	Last day to file an Application for Degree for May or August 2001
February 26 - March 2		SPRING BREAK
March 2	F	May Commencement information mailed to students
March 5	M	Summer Session Registration begins
March 16	F	Last Day to withdraw from class; Last Day to file for Credit/No Credit grading
April 2	M	Advance Registration for Fall 2001
April 13	F	HOLIDAY - Good Friday
April 16	M	UNDERGRADUATE HOLIDAY - Easter Monday Graduate Courses 600-698 resume
April 30 - May 4		Examinations
May 4	F	Baccalaureate Mass, Gerston Pavilion, 7:30 p.m.
May 5	S	Undergraduate Commencement Exercises Sunken Gardens, 10:00 a.m.
May 6	U	Graduate Commencement Exercises Gerston Pavilion, 10:00 a.m.

SUMMER 2001

May 14	M	Session I begins
May 18	F	Last Day for Late Registration and Change of Program
May 28	M	HOLIDAY - Memorial Day
June 8	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
June 22	F	Session I ends
June 25	M	Session II begins
June 29	F	Last Day for Late Registration and Change of Program
July 4	W	HOLIDAY - Independence Day
July 20	F	Last Day to Withdraw; Last Day to file for Credit/No Credit grading
August 3	F	Session II ends

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Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8322

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

Directory

Information: (310) 338-2700

Dial (310) 338 followed by extensions listed below.

Graduate Division	Building	Extension
Graduate Admissions Office	Xavier Hall, Suite 117	2721
Office of the Academic Vice President		
*Joseph G. Jabbra, Academic Vice President, Chair, Graduate Council	University Hall, Suite 4800	2733
*Chaké Kouyoumjian • Director of Graduate Admission	University Hall, Suite 2500	2721
Dee Lorenzetti • Graduate Admission Coordinator	University Hall, Suite 2500	2721
John Neu • Graduate Financial Aid Counselor	Xavier Hall, Suite 102	1810
College of Liberal Arts	Building	Extension
Kenyon Chan, Ph. D., Dean	University Hall, Suite 4600	2716
Alcohol/Drug Studies Program • Mary Catherine Fitzgerald, Director	University Hall, Suite 4749	5821
Counseling Psychology		3015
*Michael O'Sullivan, Graduate Director	University Hall, Suite 4745	2982
English • *Paul Harris, Graduate Director	University Hall, Suite 3828	4452
History (M.A.T.) • John H. Grever, C.F.M.M., Chairperson, History	University Hall, Suite 3423	2820
Latin (M.A.T.) • Matthew Dillon, Classics	University Hall, Suite 3757	4590
Social Studies (M.A.T.) • James T. Mathieu, Graduate Director	University Hall, Suite 4321	2814
Theological Studies • *Jeffrey Siker, Graduate Director	University Hall, Suite 3761	4556
College of Business Administration	Building	Extension
John W. Wholihan, Dean	Hilton 337A	2731
M.B.A. Program • *Rachelle Katz, Associate Dean	Hilton 233A	2848
Charisse Woods, MBA Coordinator	Hilton 233B	2848
Connie Daie, Senior Secretary	Hilton 233	2848
College of Science and Engineering	Building	Extension
Gerald S. Jakubowski, Dean	Pereira 1	2834
Biology (M.A.T.)		
Michael Danciger, Graduate Director	Seaver 220	7337
Civil Engineering and Environmental Science		
James E. Foxworthy, Department Director of Graduate Studies	Pereira 58	2828
Electrical Engineering and Computer Science		
*Paul A. Rude, Department Director of Graduate Studies	Doolan Hall 106	2774
Mechanical Engineering		
Bohdan W. Oppenheim, Department Director of Graduate Studies	Pereira 23	2825
Engineering and Production Management		
Mel I. Mendelson, Graduate Director	Pereira 30B	6020
Mathematics (M.A.T.)		
Jacqueline Dewar, Graduate Director	University Hall, Suite 2767	5106

College of Communication and Fine Arts	Building	Extension
Thomas Kelly, Dean	Burns 250	7430
*Richard P. Hadley, Jr., Graduate Director	Gracian 13	2779
Mary Abshire, Secretary	Gracian 11	5991
Department of Marital and Family Therapy (Clinical Art Therapy)	Building	Extension
*Debra Linesch, Chair	University Hall, 2517	4562
Lori Gloyd, Administrative Secretary	University Hall, 2518	4562
School of Education	Building	Extension
*Albert P. Koppes, O.Carm., Dean	University Hall, Second Level	2863
Mary Fraser, Technology Lab Specialist	University Hall, 2423	5892
Tangee Smith-Hill, Credentials and Records Specialist	University Hall, 2614	2798
Cynthia Boland, Senior Secretary	University Hall, 2612	2863
Teffani Johnson, Secretary	University Hall, 2612	2863
Gloria Davidson, Administrative Secretary	University Hall, 2623	5882
Administration		
Mary K. McCullough, Coordinator	University Hall, 2639	7312
Counseling		
Paul DeSena and Thomas Batsis, Co-Coordinators	University Hall, 2635, 2649	7300, 7303
Educational Psychology		
Scott Kester, Coordinator	University Hall, 2647	7308
Brian Leung, Assistant Coordinator	University Hall, 2645	7313
Elementary Education		
Irene Oliver, Coordinator	University Hall, 2641	7302
General Education/Child and Adolescent Literacy		
Candace Poindexter, Coordinator	University Hall, 2643	7314
Master of Arts in Teaching		
Edmundo F. Litton, Coordinator	University Hall, 2624	1859
Multicultural/Bilingual Education		
Magaly Lavadenz, Coordinator	University Hall, 2637	2924
Secondary Education		
Shane P. Martin, Coordinator	University Hall, 2653	7457
Special Education		
Victoria Graf, Coordinator	University Hall, 2651	7305
Campus Offices	Building	Extension
Office of the President	University Hall, Suite 4800	2775
Office of the Chancellor	University Hall, Suite 4800	3070
V.P. for Business and Finance	University Hall, Suite 4800	2738
V.P. for Student Affairs	Malone 355	2885
V.P. for University Relations	St. Robert's 101	5128
V.P. for Facilities Management	University Hall, Suite 4800	4495
Office for Undergraduate Admission	Xavier	2750
Office of Student Financial Aid	Xavier	2753
Office of the Registrar	St. Robert's 107	2740
Office of the Controller	St. Robert's Annex	2714
Office of International Students and Scholars	Malone 101	2937
Disability Support Services	Library 210	4535
Learning Resource Center	Library 212	2847
Career Development Services	Malone 203	2871
University Library	Von der Ahe Library	2788
Campus Ministry	Malone 112	2870
Alumni Relations	University Relations	3065
Development	University Relations	5129
Judicial Affairs	Malone 355	1821
Public Safety	Public Safety Trailer	2893
Bookstore	Malone Ground Level	2888
Office for Summer Session, Continuing Education & Special Projects	Daum Hall	2757

An Introduction to Graduate Study at Loyola Marymount University

Whether you are a recent undergraduate looking to further your education or a working professional considering a job change, career advancement, or just seeking to expand your knowledge, the Graduate Division at Loyola Marymount University can help. The Graduate Division offers over 30 master's degree and 10 credential programs at its scenic Westchester campus. Small class size, quality faculty, and a strong academic reputation are a few of the many reasons more than 1,300 graduate students attend LMU each year.

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

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

Situated in an ideal location for living and learning, the 127 acre Westchester campus is located in a peaceful residential neighborhood of Los Angeles. LMU sits high on a bluff overlooking the Pacific Ocean and Marina del Rey, with easy access to major freeways. Its beautiful campus provides an exceptional setting for academic and campus life. The Los Angeles metropolitan area, with one of the most diverse populations in the country, also provides students with many stimulating cultural opportunities.

Loyola Marymount University is one of the premiere Jesuit universities in the country. Founded in 1911, the University is home to more than 4,000 undergraduates and 1,300 graduate students and currently enrolls students from 45 states and 150 foreign countries. The strength of LMU is its commitment to providing excellent academic programs in an environment that supports the needs of the whole student. Classes are small. Faculty are accessible. Proof of Loyola Marymount's success can be found in its more than 35,000 alumni, each a living representative of the academic excellence, moral and ethical standards, and spirit of high achievement that personify the Loyola Marymount tradition.

History and Goals of Loyola Marymount University

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

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

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

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

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

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

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

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

The University pursues quality in:

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

Loyola Marymount University

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

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

The Graduate Division offers curricula leading to certificates and to the degrees of Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Fine Arts (M.F.A.), Master of Science (M.S.), and Master of Science in Engineering, (M.S.E).

In addition, the School of Education offers credentials in elementary and secondary teaching; in pupil personnel services (school counseling and school psychology); administrative services; and special education (learning handicapped and resource specialist).

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

- 1) The Master of Arts degree is offered in the following:
 - Administration
 - Bilingual/Bicultural Education
 - Catholic School Administration
 - Child and Adolescent Literacy
 - Counseling
 - Counseling Psychology
 - Areas of Emphasis:
 - Marriage and Family Therapy
 - General Counseling (doctoral preparation)
 - Counseling in Chemical Dependency
 - Educational Psychology
 - Elementary Education
 - Area of Emphasis:
 - Literacy and Language Arts
 - English
 - Areas of Emphasis:
 - Literature
 - Creative Writing
 - General Education
 - Marital and Family Therapy (Clinical Art Therapy)
 - Pastoral Studies
 - Secondary Education
 - Special Education
 - Teaching English as a Second Language/Multicultural Education
 - Theology
- 2) The Master of Arts in Teaching degree is offered in the following:
 - Biology
 - Communication Arts
 - English
 - History
 - Latin
 - Learning and Teaching
 - Mathematics
 - Social Studies
- 3) The Master of Business Administration degree.
 - Areas of Emphasis:
 - Management and Organizational Behavior
 - Marketing Management
 - Information and Decision Sciences
 - Human Resource Management
 - Financial Decision Systems
 - International Business Systems
 - Entrepreneurial Organizations
- 4) The Master of Fine Arts degree is offered in the following:
 - Communication Arts
 - Areas of Emphasis:
 - Film Production
 - Screenwriting
 - Television Production
- 5) The Master of Science degree is offered in the following:
 - Computer Science
 - Environmental Science
 - Engineering and Production Management
- 6) The Master of Science in Engineering degree is offered in the following:
 - Civil Engineering
 - Electrical Engineering
 - Mechanical Engineering

Only two graduate programs require a full-time day commitment to earn a degree: Communication Arts and the Department of Marital and Family Therapy (Clinical Art Therapy). Classes are offered in the morning and afternoon.

Evening Programs

All graduate programs in the Colleges of Liberal Arts, Business Administration, Science and Engineering, and the School of Education offer classes only in the late afternoon and evening, and on Saturday mornings.

The Undergraduate Program

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

Summer Sessions and Continuing Education

The Division of Continuing Education offers certificates, courses, programs, institutes, lectures, and conferences which provide a variety of educational experiences to members of the community. Credit and non credit course offerings include art, dance, travel, fitness, and language instruction. The University runs two six week summer sessions and offers a variety of courses in the principal areas of academic and professional subjects. For a Continuing Education or Summer School Bulletin, please call (310) 338-2757.

Loyola Law School

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

Center for Executive Learning

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

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

Basil P Caloyeras Center for Modern Greek Studies

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

Marymount Institute for Faith Culture and the Arts

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

LMU Center for Technology Management and TQM in Poland

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

Center for the Study of Los Angeles

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

Master's Degree and Credential

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

All applicants for the Master's degree and for the University Recommendation for a California Credential must supply the following admission materials: (1) application for admission plus the application fee (\$35.00) and (2) two official transcripts of all schools attended since high school. Most programs require additional materials, including standardized test scores, a personal statement, and letters of recommendation. Further details on the admission procedure, application deadlines, and departmental prerequisites are given in the section dealing with the respective programs. A student who wishes to apply for admission to a program after the closing date for applications should contact the program director for permission to file an application.

Additional Admission Requirements for International Students

1. International applicants who have completed their postsecondary education from a college or university outside of the U.S. must hold a degree from a university recognized by the Ministry of Education as a degree granting institution in the country where the institution is located. All international applicants must have their transcripts translated and evaluated by a U.S. transcript evaluation service before the application is considered for admission.
 2. All applicants (including those who received their bachelor's degree from a U.S. college or university) must take the Test of English as a Foreign Language (TOEFL) unless they received a high school diploma from the United States. The minimum score for admission into most graduate programs is 600, except for the College of Science and Engineering, which requires a minimum score of 550. For information regarding the TOEFL, please write to: Test of English as a Foreign Language, Box 899, Princeton, New Jersey, U.S.A., 08540. If after admission to a graduate program the applicant's proficiency in English should prove inadequate, the University reserves the right to require additional proficiency in English and failure to comply will result in disqualification from the graduate program.
 3. The applicant must also file with the University a certified statement showing financial ability to cover all obligations for the full period of time for which the student is making application. This statement should be from either a United States bank or agency or an international bank. The United States Department of Immigration and Naturalization Form I-20 Certificate of Eligibility will not be issued by the University until such documentation is on file in the Graduate Admission Office. Tuition, books, etc., plus living expenses amount to between \$21,000 and \$30,000 a year or more depending on the program selected.
 4. The applicant must comply with passport and visa requirements as set down by the United States Immigration Service. International students must be continuously enrolled during the academic year to meet visa requirements.
 5. All admission requirements should be completed sixty days prior to the term for which application is being made.
 6. An international student cannot be issued an I-20 Certificate of Eligibility as a non-degree graduate student.
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Students who are not pursuing a formal graduate program but who are eligible to take graduate-level courses at LMU may apply for non-degree status. In addition to filing the Application for Non-Degree Graduate Status plus the application fee (\$10.00), students should attach official copies of transcripts to verify receipt of a degree and that all prerequisites have been met. The Graduate Division reserves the right to request additional transcripts when necessary. More information regarding Non-Degree Graduate Student Status may be found later in this Bulletin.

Reapplication Procedures for a Second Degree

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

Readmission

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

Admission Status

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

1. **Formal Admission** – Formally admitted students are those who have completed the entire application process and have been reviewed and accepted by a particular program with no conditions and provisions.
2. **Provisional and Controlled Admission** – Provisionally admitted students or students admitted under controlled admission are those who have applied for admission but
 - A. are missing one or more items in the application process, e.g., GRE scores, official final transcript, interview, departmental application
 - B. are required by the program to complete one or more prerequisites,
 - C. are required by their program to meet specific requirements.
3. **Non-Degree Admission** – Students admitted under non-degree status are not pursuing a formal graduate program but are eligible to take graduate-level courses at LMU.

Immunization Record for Graduate Students

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

Academic Policies

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

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

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

Academic Calendar

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

Academic Advising

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

Academic Grievances and Appeals

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

Academic Probation and Disqualification

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

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

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

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

1. A disqualified student who wishes to be reconsidered for readmission to the University must make formal application with the Admissions office.
 2. A formal interview must take place with the Dean's Office prior to formal readmission.
 3. A disqualified student who is readmitted will be on strict probation which requires that the student must satisfactorily complete all requirements set by the Dean in the initial semester after readmission.
 4. A student who has been disqualified a second time may not apply for readmission.
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Loyola Marymount University expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University Library will be dealt with appropriately.

Students found guilty of any offense against academic honesty and integrity are subject to a failing grade in a course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Program Director, the Dean of the student's college, or the Chair of the Graduate Council.

In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for that professional group.

Attendance

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

Auditing a Course

An alumna/us of the Graduate Division may audit a course in the program of which he/she is a graduate. The student must get permission from the program director before registering to take 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. Consult the Program Director for additional information. Tuition for courses audited is usually one-fourth (25%) of the regular per credit tuition rate.

Change of Address

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

Change of Grades

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

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

Comprehensive Examinations

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

Course Loads

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

Diplomas

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

Double Credit

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

Filing for Graduation

Degrees are formally awarded at the end of May, December, and August. The date of the degree posted on a student's diploma is the one by which all graduation requirements are completed or documents are submitted. These include:

- a. a submission of official transcripts from other institutions prior to the degree date;
- b. the completion of all incomplete work required for the degree prior to the degree date;
- c. all academic requirements for the degree must be met prior to the degree date;
- d. file application for degree with Registrar's Office by the deadline date for the term in which all of the above conditions will be met.

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

Final Examinations

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

Full-time Standing

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

Grades are officially issued by the Registrar's Office at the end of each term.

The University uses a letter grade to indicate the level of individual student achievement. Each letter grade has a point value assigned for the grade achieved. The point value assigned to each letter grade is as follows:

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

The following symbols are also used:

I	Work Incomplete
AU	Audit
CR	Credit
NC	No Credit
W	Official withdrawal from course

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

The grade point average is determined by dividing the total number of grade points by the number of semester hours completed with a letter grade. If a course is repeated, the second grade for the course, whether higher or lower, will be used in calculating the grade point average.

Courses in the 500 group which receive a grade of "B-" or less will not be accepted in a degree program.

Students who score less than B- in more than two 600 level courses are subject to disqualification.

However, they would be given the opportunity of one retake for each course.

Only those courses specifically designated in this Bulletin as eligible for "CR/NC" grading may be so taken. All other courses are taken on a letter grade basis.

Incomplete Grades

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

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

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

Independent Study

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

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

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

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

Mid-Term Deficiencies

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

Non-Degree Students

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

Privacy Rights of Students in Education Records

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

Program Completion

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

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

Registration/Late Registration

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

Repeating Courses

Students may repeat a course previously taken at LMU in a subsequent term and request the exclusion of the prior occurrence from the cumulative grade point average. All units attempted are used to determine the student's grade point average and graduation eligibility unless the student repeats the course at LMU and requests the new grade be substituted for the original grade. The grade of the latest occurrence of the repeated course will be the one calculated into the cumulative average. Please note that although the term gpa will change accordingly, the academic status of the term will not change. Courses taken on a credit/no credit basis may not be used as a repeat course to exclude from the cumulative average a grade of a prior occurrence taken on a letter grade basis.

Transcripts

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

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

Transfer Credit

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

Withdrawal from Courses

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

Withdrawal from the University

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

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

University Libraries

The Charles Von der Ahe Library, named for its principal donor, was constructed in 1959 and doubled in size in 1977. It contains the collections of the University's Westchester campus which totals approximately 363,000 books and bound periodicals, 9,600 various media titles, 101,000 microfilms, and 3,113 current periodical subscriptions in paper format and over 7,423 electronic periodical subscriptions. In addition to the Library's online catalog, LINUS, network access is also available to online index databases such as *FirstSearch*[™], *EBSCOhost*[™], *Proquest Direct*[™], and the University of California's online library catalog, *MELVYL*, and to CD-ROM databases such as the *Catholic Periodical Literature Index*[™], *ERIC*[™], and *PsycLit*[™].

The Library's Instruction Program offers classroom instruction in information literacy and database searching.

The Department of Archives and Special Collections houses collections of art, rare books, manuscripts and the University Archives. Notable holdings include the St. Thomas More, Oliver Goldsmith and the Helena and John Weadock Collection of rare English and American first editions. Other important collections are the papers of the motion picture producer Arthur P. Jacobs, best known for the *Planet of the Apes* series and the Werner Von Boltensern postcard collection which contains a million cards. The Department also houses the Research Collection of the Center for the Study of Los Angeles which collects research materials relating to local public officials, post-World War II developers, late twentieth-century reformers and prominent Catholic families.

The Library's Media & Reserve Services Department provides reserve materials for student classwork, as well as equipment and materials in various multi-media formats. Study carrels are equipped so that students can listen to audiocassettes, compact discs and LP's, and view videocassettes, laserdiscs, slides, filmstrips, and CD-ROMs. A Faculty Multimedia Laboratory provides support for the production of electronic reserves materials. More information about the library may be found at <http://lib.lmu.edu>

Information Services

Located on the lower level of the Hilton Center for Business, the Information Services department supports both administrative and academic computing for the University. The following academic services are provided:

The Academic Computing Lab (St. Robert's Hall, lower level), the Von der Ahe Computer Lab (Von der Ahe Library, lower level), and the Macintosh Lab (Seaver Hall, Room 203) are general-purpose labs that are part of the campus-wide network system, LMU-Net. These three facilities, along with the Psychology Lab, located in room 101 of the Psychology building, provide students with access to network resources for use in word processing, spreadsheets, presentations, e-mail, Internet, etc. Additionally, computer labs in the College of Science and Engineering, the College of Business Administration and the College of Communication and Fine Arts offer discipline-specific resources for each respective college.

The Academic Computer Lab is an IBM compatible lab that is equipped with thirty-eight Pentium II/266 MHz computers, each with Windows 95, 32mb of RAM, CD-Rom, 1.44 mb drives, ATI graphics card, sound card (earphones not provided) and 17" color monitor. Any student with a network account has access to Office 97 and HP LaserJet 4000 TN printers.

The Von der Ahe Computer Lab is equipped with twenty-four Pentium II/266 MHz computers, each with Windows 95, 32mb of RAM, CD-Rom, 1.44 mb drives, ATI graphics card, sound card (earphones not provided) and 17" color monitor. Software access mirrors that of the Academic Computing Lab.

The Macintosh Lab features twenty-four G3 Power Macintosh/233 MHz computers, each with 32mb of RAM, ATI graphics card, 24 speed CD-Rom, 1.44 floppy disk, 4gb hard disk and 17" color monitor - all running OS8.1 and Office 98 and connected to a LaserJet 4000 TN printer.

Information regarding accessibility and available resources may be obtained by visiting the computer facilities provided by the various colleges.

The campus-wide network is available to all LMU students. Network accounts are created for all registered students. If a student needs assistance with their account, they should visit the Student Help Desk office located on the lower level of the Hilton Center for Business. There are no fees for the use of LMU-Net, but resident students who wish to access the network from an on-campus residence hall or apartment must purchase a network adapter which will be used to connect the computer to the network via a jack in the room. Network adapters can be purchased from the LMU Bookstore. Please visit the LMU Bookstore for additional information.

The Help Desk

The Help Desk, a group within the Information Services Department, provides the campus community with a single-point-of-contact for computing and communications-related assistance and support. To obtain assistance with the campus-wide network, voice-mail or telephone repair, students can call the Help Line at (310) 338-7777. The office hours of the Help Desk are Monday – Friday from 8:00 a.m. to 5:00 p.m.

Disability Support Services

Disability Support Services provides specialized assistance and resources that enable students with physical, perceptual, psychological, and learning disabilities to achieve maximum independence while they pursue their educational goals. Staff specialists constantly interact with all areas of the University to eliminate physical and attitudinal barriers.

Students with a temporary or permanent disability that could affect their academics may be eligible for a variety of services. To be eligible, students must provide documentation for their disability from a licensed professional. The documentation must be no older than three years and should provide an educational history, including an analysis of how the disability affects the student's academic performance. An evaluation of the effectiveness of any accommodations that the student has previously received, test scores if appropriate, and a formal diagnosis of the disability should also be included. For more information, please contact the Coordinator of Disability Support Services at (310)338-4535 or visit our Web page at (<http://www.lmu.edu/acad/dss/dss.htm>).

Career Development Services

Career Development Services offers a variety of services to graduate students. Career Development Services provides students and alumni with the opportunity to develop skills necessary to decide on a career and to obtain a job in their career fields. These skills are developed through participation in workshops, seminars, and with individualized assistance. Career Development Services includes career counseling, on-campus recruiting, employment listings, education professional files, alumni advisors and information fairs. The Job Placement Service includes part-time and seasonal employment opportunities, temporary and tutoring positions. Student Employment Services offers part-time jobs on campus for students who qualify through the financial aid program.

Student Psychological Services

University life provides opportunities for students' growth and development, as well as challenges to their well-being. Student Psychological Services, staffed by professional psychologists and counselors, provides confidential personal counseling to facilitate students' personal, social, intellectual, spiritual, and emotional development. Student Psychological Services offers individual, couple, and group counseling plus workshops and educational programs on topics of interest to students. Services are available free of charge to regularly enrolled students.

Health Services

The Student Health Services Office has a staff that includes a full-time physician, nurse practitioner, registered nurse and x-ray technician. Graduate students may obtain care at the Health Center for minor acute problems and routine gynecological services. The cost is \$40 per semester, payable at the Health Center. All medical records are covered by the laws of confidentiality of the State of California.

Learning Resource Center

The Learning Resource Center, which is located on the upper level of Von der Ahe Library, is a place where LMU students can enlist the help of specialists and tutors to enhance the learning process. Every LMU student is invited to make use of the LRC's free services and workshops. The Center's full-time specialists in writing, mathematics, and learning skills, as well as its peer tutoring staff, are ready to work with students to encourage those essential learning skills which bring greater academic and personal success. In addition, the Center offers tutoring in over 250 specific LMU courses. For additional information on LRC Services, please call (310) 338-2847.

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

Office of International Students and Scholars

The Office of International Students and Scholars (OISS) promotes the general interest of international education, mutual understanding, and cultural exchange through the administration of international services, programs and opportunities for greater collaboration among the international and local communities. Members of LMU's international community come from at least fifty countries to study at LMU and to experience living in the United States and interact with its people. The OISS provides vital immigration assistance to international students and faculty both at the Westchester campus and Loyola Law School in matters relating to the maintenance of their non-immigrant status under LMU's international programs, in compliance with the regulations of the U.S. Department of Justice/Immigration and Naturalization Service (INS) and the U.S. Department of State.

Food Services

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

Bookstore

In addition to textbooks, the Bookstore offers a comprehensive line of school, office, and art supplies, trade books, clothing, gift items, and snack foods. The Bookstore is located on the ground floor of the Malone Student Center.

Campus Recreation

The state of the art Burns Recreation Center houses the Department of Campus Recreation. The Department continually strives to meet the recreational needs of the LMU community.

The Burns Recreation Center is comprised of a 7,000 square foot weight room containing free weights, individual weight machines, treadmills, lifecycles, stairmasters, and elliptical machines. The Main Gym accommodates two courts of basketball or volleyball, while the upstairs gym is a single court used for recreation or special events. Two multipurpose rooms are located upstairs and provide space for aerobics, kickboxing, yoga, table tennis and more. A new outdoor 50-meter pool is located steps from the men's and women's locker rooms. The conveniently located juice bar provides for a refreshing stop following a workout.

Intramural Sports provides a wide range of structured sports and activities such as Flag Football, Volleyball, Soccer Basketball, Floor Hockey and more. The Intramural Sports philosophy is "play for fun" and everyone is welcome to participate regardless of ability.

Fitness and Wellness Classes are available throughout the year. These programs allow individuals to drop in for an aerobics class, learn self defense in a kick boxing class, or stretch and relax with a yoga session. Nutritional seminars, weight training clinics, and advice from Personal Trainers are also available.

The Aquatics program provides a variety of opportunities including swimming laps, water aerobics and exercise, and a learn-to-swim program. Whether looking to improve your technique or just to swim some laps the new 50-meter pool is the place to be.

The Club Sports program offers LMU students the chance to compete against club teams from other universities. Competitive Club Sport opportunities currently exist for Rugby, Men's Lacrosse, and Women's Lacrosse. Recreational clubs currently exist for Surfing and Karate.

Campus Recreation is the place to come for all your recreational needs. For membership information, please contact the Rec Sport Department at (310) 338-2912.

Tuition and Fees

General
Information

The University reserves the right to change upon reasonable notice any of the fees printed in this Bulletin. Generally, all funds are non-refundable unless stated otherwise. Graduate student tuition is determined by the primary program of enrollment.

Graduate Tuition per Semester Hour

Department of Marital and Family Therapy (Clinical Art Therapy)	\$575.00
Communication Arts.....	\$575.00
Engineering and Production Management (EAPM)	\$680.00
MBA, MBA International.....	\$680.00
Other Masters Programs.....	\$550.00

Other Fees

Application Fee (Mandatory)	\$35.00
(Payable upon filing of application – not refundable)	
Non-degree Student Application Fee	\$10.00
Registration Fee (Mandatory)	
(Full-time).....	\$32.00
(Part-time).....	\$16.00
(Summer).....	\$12.00
Vehicle Registration Permit:	
Automobile or Motorcycle (per year).....	\$200.00
Mandatory Accident Insurance estimated cost per year (For all graduate students enrolled in 7 or more units.)	\$58.00
Sickness Insurance Plan estimated cost per year	\$300.00
(See explanation under Payment of Student Charges.)	
Student Recreation Facility Fee: (Voluntary for Graduate Students)	\$100.00 per year
.....	\$50.00 per semester
.....	\$5.00 per guest/visit
Health Service Use Per Semester, Graduate Students (Optional)	\$40.00
MBA Student Association Fee, per semester (Mandatory)	\$50.00

Miscellaneous Fees – General all miscellaneous fees are non-refundable unless stated otherwise

Deferred Payment Fee (Mandatory).....	\$50.00
Late Payment Fee	\$50.00
Directed Teaching Fee, per Semester Hour (Mandatory).....	\$25.00
Thesis or Project Binding Fee (Mandatory).....	\$26.00
Returned Check Fee (Mandatory).....	\$25.00
Late Financial Clearance Fee (Mandatory)	\$50.00
Collection Charge.....	\$25.00 up to 40% of outstanding balance

Board Programs

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

Lion Dollar Food Plans are non-refundable.

Plan L, per academic year.....	\$2,900.00
Plan I, per academic year	\$2,500.00
Plan O, per academic year	\$2,100.00
Plan N, per academic year	\$1,700.00

Commuter-students may purchase any of the plans listed above, or, open a plan account with a minimum value of \$100.00 and increments thereof.

(These rates are subject to change.)

Graduation Fee (Mandatory)	\$120.00
Confidential File for students who are working for or who have obtained their Master's degree or teaching credential, Initial Fee	\$30.00

Financial Responsibilities

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

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

Payment of Student Charges

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

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

The annual Sickness Insurance is mandatory if students are enrolled in 7 or more units. It may be waived by submitting a waiver card to the Controller's Office by September 1, 2000 for the Fall Semester. New and returning students who are enrolled for 7 or more units for the first time during the academic year will be charged a prorated amount for the Spring Semester unless a waiver card is submitted by February 1, 2001.

International (Visa) students, regardless of the number of units in which they are enrolled, must purchase the Mandatory International Student Sickness Insurance. ***The International Sickness Insurance may not be waived***, and the cost is estimated at \$358.00 for individuals, with additional costs for dependents.

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

Payment Plans

Students who prefer to meet academic expenses from their monthly income may apply for a deferred payment agreement. This requires a partial payment at the time of registration and a payment plan throughout the semester. (A \$50.00 fee will be assessed).

MasterCard/Visa/Discover/American Express are also accepted for payment of tuition and fees. The University monthly late payment fee of \$50.00 is charged to all delinquent accounts.

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

Financial Refund Policy

Refunds for tuition and/or housing are made only after a complete (dropping all courses) withdrawal or leave of absence from the University has been processed by the Registrar and, in the case of a resident student, also by the Housing Office. For resident students, if the official withdrawal dates from the Registrar and Housing Office are different, the respective dates will be used for tuition refunding purposes. (See the accompanying table for the allowable refund percentage). Meal plans are refunded on a pro-rata usage basis. A student should complete the Withdrawal/Leave of Absence form in the Office of the Registrar and, if a resident student, the withdrawal form in the Housing Office.

The University strives to meet the expectations of its students and tries to act compassionately in times of crisis which may interrupt a student's semester studies so that she/he could or should not finish the semester. In an attempt to ease the cost of tuition, the refund policy is in place to allow for a sliding refund for those who withdraw from 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 withdrawal period. The following refund schedule applies:

Fall 2000 Semester**Withdrawal Percentage**

100% through September 01, 2000
90% through September 06, 2000
70% through September 14, 2000
50% through September 22, 2000
25% through October 19, 2000
0% after October 20, 2000

Spring 2001 Semester**Withdrawal Percentage**

100% through January 17, 2001
90% through January 20, 2001
70% through January 27, 2001
50% through February 06, 2001
25% through March 07, 2001
0% after March 08, 2001

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

Security Interest in Student Records

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

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

Financial Aid

The Financial Aid Office is available to serve those students who require financial aid to pursue their graduate education at Loyola Marymount University. Financial Aid is awarded in the form of scholarships, grants, loans and employment. To be eligible for federal, state or LMU financial aid programs, students must be U.S. citizens or eligible non-citizens. Eligible students must not be in default or owe a refund to any federal financial aid program.

Counseling and information are available to students and prospective students on a walk-in or appointment basis.

RIGHTS AND RESPONSIBILITIES

Financial Aid and Academic Load:

In order to be eligible for financial aid, a student must be enrolled in a minimum of 3.0 units of graduate 500 or 600 level coursework in a Masters or Credential program and maintain satisfactory academic progress. Should a student drop below the minimum academic load, or drop below the number of units the student lists on their Graduate Financial Aid Application, it may be necessary to recalculate financial aid for that semester. Graduate students may receive financial aid for a maximum of **ten (10)** semesters. Students enrolled in Non-Degree, Certificate or Continuing Education programs are not eligible for federal or state financial aid.

Refund Calculations:

When students receiving financial aid are eligible for a refund or cancellation of LMU charges (see **Financial Refund Policy**, page 26), their financial aid funding will also be adjusted. The financial aid officer will calculate the adjustment and notify the Controller's Office. Any resulting refund due to federal or state programs will be made by LMU for the student. Any resulting charge will be added to the student's account.

Maintaining Financial Aid Eligibility (Financial Aid Probation):

Financial aid recipients must complete a minimum of 6 units towards their graduate program each academic year (Fall Semester, Spring Semester and Summer Sessions) and maintain a 3.0 cumulative and semester grade point average. Grades of "F", "NC", "AU", and "W" do not count.

Students failing to meet the above requirements are placed on Financial Aid Probation and given two semesters to complete the required units and/or raise their cumulative or semester grade point average. If a student is not eligible to be removed from Financial Aid Probation after two semesters, the student's dean or program director is required to review the student's academic record and recommend to the Financial Aid Office whether to extend or deny the student additional financial aid.

Appeals Procedure:

The University has established an appeals procedure to insure equitable treatment of all financial aid applicants and recipients. Appeal forms are available in the Financial Aid Office.

Applying for Financial Aid:

- Complete the 2000-2001 Free Application for Federal Student Aid (FAFSA).
- Complete the 2000-2001 LMU Graduate Financial Aid Application.

Applications can be received through the Financial Aid Office. Both of the above named applications are available through the Internet at www.lmu.edu

Financial Aid forms should be completed by July 1, 2000 for enrollment beginning in Fall 2000. Financial Aid forms should be completed by December 1, 2000 for those students who will be enrolling beginning in Spring 2001. Students can apply after these dates, but are not guaranteed to have financial aid funds available by the start of the semester.

Students admitted for Fall 2000 are not eligible to receive financial aid for the Summer 2000 sessions.

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

Grants

General
Information

Catholic Teacher Grant — LMU funds grants for 25% of total tuition for full-time Catholic School Teachers. This grant is limited to two (3 unit) graduate level courses per semester. Applicants must complete an Application for Graduate Grant and Catholic Teacher Employment Verification form.

Cal Grant — Students who received a Cal Grant within a year of beginning an Elementary or Secondary Credential program may apply to renew their Cal Grant for one additional year. Students must complete the Free Application for Federal Student Aid and the Cal Grant G44 renewal forms. The G44 is available in the Office of Financial Aid.

California Grant T — Students who have not received an extended Cal Grant or are currently eligible for extended benefits and who have been admitted into a teacher preparation program may apply for the Cal Grant T. The Cal Grant T can be used only for tuition and can only be awarded for one year. Students who already hold an initial teaching credential are not eligible. Students must have had their Free Application for Federal Student Aid processed by the federal processor by June 1, 2000. Students must also complete the Cal Grant T Enrollment and GPA Verification form and have it postmarked no later than June 1, 2000.

Graduate Burns Grant — Students who are involved full time in Catholic Elementary or Secondary Education or Catholic Ministry are eligible to apply. Students must be enrolled in an Education Master's, Teaching Credential program, or a Master's degree program in English, Theology or Pastoral Studies. Information on how to apply for the grant is available each year in mid April.

LMU Graduate Grant — First year students are awarded this grant based on academic achievement and financial need. No separate application necessary.

Religious Grant — LMU funds a grant of 25% of total tuition costs for members of the Catholic clergy or Catholic religious orders. Applicants must complete the Application for Graduate Grant and Religious Confirmation Form.

University Department Grant — Students may apply for tuition grants from their college or department. Amounts vary by program. Students must complete the Free Application for Federal Student Aid and an Application for Graduate Grant.

Employment

Graduate Assistantships — Students in all graduate programs can apply for various two-year positions on campus. About 10 positions are available yearly. Contact the Graduate Admissions office for information on current openings.

MBA Research Assistantships — MBA students can apply for 8 positions to work with MBA faculty for a maximum of 20 hours per week. Contact the MBA Office to obtain an application.

Psychology Research Assistantships — Psychology students can apply for 5 positions to work with Psychology faculty on research projects. Contact the Psychology Department to obtain an application.

Teaching and Lab Assistantships — Students interested in an assistantship position should contact their school or department as limited positions are available each year.

Federal College Work Study — Maximum earnings of \$2800 per academic year for work on campus. Average pay rate is \$6.00 per hour. Recipients must be found eligible under federal guidelines.

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

Loans

The Federal Stafford Loan — All students enrolled in a Master's program or combined Master's and Credential **may be eligible** to borrow up to \$18,500 per academic year. Students enrolled only in Credential programs **may be eligible** to borrow up to \$10,500 per academic year. The amount of the loan cannot exceed LMU's determination of your cost of education less other grants, scholarships or work awards from any source. Some students may qualify to have the interest on part of their Stafford Loan paid by the federal government while they are in school. Eligibility will be based on the student's household income and assets. The interest rate for the Stafford Loan is variable. The interest rate is adjusted every July 1st and will not exceed 8.25%.

Federal Loan Eligibility and Provisionally Admitted Students — Provisionally admitted students who must submit verification of their Bachelor's degree cannot receive a federal loan disbursement until their final college transcript or a certification of completion has been received by the Graduate Admissions Office.

Alcohol/Drug Studies

The MacNeil Pierce Scholarship
Thomas Pike Scholarship

Business

Francesca Salvo Memorial Scholarship (International Business emphasis only).
Robert W. Zinn Memorial Scholarship (Marketing emphasis only).

Communication Arts

Communication Art Scholarship – These scholarships are made possible by donations from the Metromedia Scholarship Fund, the J.E. Moser Scholarship Fund, the Mervyn Leroy Scholarship Fund, Harold Lloyd Memorial Fund, and the Daniel Murphy Scholarship Fund.

Marital and Family Therapy (Clinical Art Therapy)

Marital and Family Therapy Scholarship (Clinical Art Therapy) is available to Marital and Family Therapy (Clinical Art Therapy) students based on financial need.

The Elizabeth Taylor Marital and Family Therapy Scholarship is awarded to students who are specifically involved in AIDS-related work.

The HARC Foundation Art Therapy Scholarship is awarded to students who work with abused children.

Scholarships for All Graduate Programs

Endlein Scholarship is a donated scholarship for African American and American Indian students and is based on financial need. Applications are available in April for the following academic year.

Marian Kretschmar Scholarship is an endowed scholarship based on financial need and merit. Applications are available in April for the following academic year.

Other Sources

The College Aid Sources for Higher Education Program (CASHE) is a national scholarship search database which is operated by the Learning Resource Center (LRC) for the Financial Aid Office.

Publications on finding scholarships and grants are available in the reference section of the library.

The Graduate Scholarship Notebook is a compilation of currently available scholarships that students may apply for. It is available for viewing in the Financial Aid Office.

FastWEB (www.fastweb.com) is a database of 180,000 private scholarships, fellowships, grants, and loans on the World Wide Web. Students receive results which match their profile via e-mail.

College of Liberal Arts

Master of Arts Programs in

■ *Counseling Psychology*

■ *English*

■ *Theological Studies*

■ *Philosophy*

College of Liberal Arts

Office Location: University Hall (4th Level)

Telephone: (310) 338-2716

Fax: (310) 338-2704

Kenyon S. Chan, Ph.D., Dean

Ricardo A. Machón, Ph.D., Associate Dean

■ INTRODUCTION

The College of Liberal Arts offers the Master of Arts (M.A.) in Counseling Psychology, English, Pastoral Studies, and Theology. The purpose, admission requirements, and program requirements for each of these areas are described in the pages that follow.

The Master of Arts in Teaching (M.A.T.) is offered in English, History, Latin and Social Studies. For further information on these degrees, please see the section on the School of Education.

Master of Arts in

Counseling Psychology

Graduate Director: Michael J. O'Sullivan, Ph.D.

Office Location: University Hall, Room 4745

Telephone: (310) 338-3015

FACULTY

Professors:

Ronald K. Barrett, Ph.D., Pittsburgh

Larry C. Bernard, Ph.D., Southern California

Michael R. Foy, Ph.D., Kent State

Cheryl N. Grills, Ph.D., California, Los Angeles

Richard Karman Gilbert, Ph.D., California, Los Angeles

Renée L. Harrangue, Chairperson, Ph.D., Catholic University

Ricardo A. Machón, Ph.D., Southern California

Michael J. O'Sullivan, Graduate Director, Ph.D., Saint Louis

Leland C. Swenson, Ph.D., Wayne State; J.D., Loyola (L.A.)

R. Patricia Walsh, Ph.D., Minnesota

Associate Professors:

Judith G. Foy, Ph.D., Kent State

Michael E. Mills, Ph.D., California, Santa Barbara

Assistant Professors:

Jennifer S. Abe-Kim, Ph.D., California, Los Angeles

Mary Catherine Fitzgerald, Ph.D., United States International

The graduate program in Counseling Psychology provides students with a broad base of knowledge related to the theory, practice and empirical evaluation of psychological counseling. Three degree tracks, all leading to a Master of Arts in Counseling Psychology, are offered. These include Marriage and Family Therapy, General Counseling, and Counseling with a specialization in Chemical Dependency. The program is offered on a year-round basis with classes scheduled in the late afternoons and evenings, Fall and Spring Semesters and Summer Session. Students typically enroll in 2 or 3 courses per semester, and many students work full-time while attending classes.

Master
of
Arts
in
Counseling
Psychology

Admissions Requirements for all Tracks

Note: The graduate program in Counseling Psychology is being discontinued. The University no longer accepts applications for admission to the program.

1. Applicants should have an undergraduate degree with a G.P.A. of 3.0 ("B" average) or higher. They should have a bachelor's degree in psychology from an accredited university OR have completed prerequisite courses in the following core areas of Psychology — *Lower Division*: (may be taken at any accredited 2-year or 4-year college) - (1) Statistics; (2) Research or Experimental Methods; (3) either Physiological Psychology, Biopsychology, or a course in brain-behavior relationships, and *Upper Division*: (must be taken at any accredited 4-year college) - (4) Abnormal Psychology; and (5) either Learning, Cognitive Psychology, Developmental Psychology (Lifespan Development), Social Psychology, or Personality. Applicants should submit two copies of official transcripts of all previous university coursework to the Graduate Admissions Office.
The nature of the Counseling Psychology program requires that its size be limited. Consequently, applicants who have not completed the prerequisite coursework, but who satisfy all other admission requirements (see below), should complete these prerequisites with at least a "B" in each course before submitting an application for review.
2. Applicants must submit two recommendations filled out on **Counseling Psychology Recommendation forms**. These forms may be obtained by contacting the Graduate Admissions Office. 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 psychological counseling, i.e., instructors, supervisors, or other professionals.
3. Applicants must write a 2-3 page personal statement describing relevant prior experiences (i.e., academic, counseling, research, work, or other life experiences) and their career goals. This statement should be included with the basic application.
4. The General Test of the Graduate Record Examination (GRE) is required for all applicants who received their undergraduate degree within 5 years of the date of application. An official record of these scores should be sent to the Graduate Division. Applicants who have graduated from undergraduate programs more than 5 years ago may choose to write an extended personal statement (7-10 pages) in lieu of taking the GRE.
5. Applicants who complete the initial screening process will be contacted for a personal interview. The deadline for the receipt of all materials is April 1st. All newly admitted students begin graduate classes in the Fall Semester.

Degree Requirements

REQUIREMENTS FOR ALL TRACKS

1. Students should maintain a GPA of at least 3.0. If a student's GPA falls below this level, the student is placed on academic probation. A student on probation is subject to disqualification if the GPA does not reach 3.0 by the end of the next semester in which the student is enrolled. Grades in graduate courses that are below "B" (3.0) are not considered adequate for graduation with a Master of Arts degree in Counseling Psychology. Any course with a grade below "B" (3.0) must be repeated at Loyola Marymount University with a grade of "B" (3.0) or higher.
2. In addition to academic competence, adherence to personal and ethical standards of professional conduct is a requirement of the Master's degree.
3. Students must complete all degree requirements, including any prerequisites, within 5 years of the date they begin the program. NOTE: It is possible for a well-prepared student who attends classes in all 3 semesters (Fall, Spring and Summer) to complete the 36 unit program in 2 years and the 48 unit program in 2-3 years.
4. In tracks requiring comprehensive exams, both the written and oral portions must be successfully completed. A maximum of three opportunities to pass the written portion and three opportunities to pass the oral portion are permitted. Students who do not successfully complete (pass) both portions of the comprehensive exams within the allotted opportunities cannot graduate with the Master of Arts degree in Counseling Psychology.
5. The faculty reserves the right to transfer students from Tracks A or C to Track B if, in their opinion, sufficient professional responsibility, sensitivity, ethical functioning, maturity, or interpersonal skills to

perform as a professional counselor have not been demonstrated. Students will be given three months notice before such action is taken.

MARRIAGE AND FAMILY THERAPY (TRACK A) is a 48 unit program designed for students who plan to pursue a Marriage and Family Therapist (MFT) license. The curriculum is specifically tailored to meet the academic requirements established by the Board of Behavioral Sciences (BBS) for the MFT license. Students enrolled in Track A are responsible for knowing the latest MFT requirements. It is suggested that students contact the Board from time to time because the requirements are occasionally amended:

Board of Behavioral Sciences
400 R Street #3150
Sacramento, CA 95814-6213

GENERAL COUNSELING (TRACK B) is a 36 unit program designed for students who do not plan to pursue the MFT license. Students in Track B plan to practice in a state or country which does not have the MFT license and/or hope to gain admission to a doctoral program after graduation. Track B provides students with greater flexibility in planning a program of study through elective courses and independent research through the Master's Thesis. Students in Track B may decide later to prepare for the MFT license as long as they have not yet received their Degree. In this case, additional coursework may be needed to fulfill the course content requirements of the Board of Behavioral Sciences.

COUNSELING WITH A SPECIALIZATION IN CHEMICAL DEPENDENCY (TRACK C) is a 36 unit program which satisfies the academic requirements for the California Association of Alcohol and Drug Abuse Counselors (CAADAC) Certificate. Students take courses in the etiology and treatment of chemical dependency as well as in general counseling theory and practice. In addition, students complete a practicum in general psychological counseling and field work in chemical dependency counseling.

A. Requirements for Marriage and Family Therapy (Track A)

Track A is designed for students who plan to pursue the MFT license. This track satisfies the academic requirements established by the Board of Behavioral Sciences for this license. Track A requires 14 core courses, two practica, and successful completion of both the written and oral comprehensive examinations within the three allotted attempts for each examination. Students in Track A may take additional elective courses. For a list of elective courses see Track B .

1. CORE COURSES (42 Semester Hours). Prerequisites are noted in brackets.
 - PSYC 610 Research Methods
 - PSYC 611 Psychopathology and Assessment I
 - PSYC 612 Psychopathology and Assessment II [PSYC 611]
 - PSYC 613 Human Development
 - PSYC 614 Professional Law and Ethics
 - PSYC 615 Group Process and Therapy
 - PSYC 620 Counseling Theory and Practice I:
Counseling Theories
 - PSYC 621 Counseling Theory and Practice II:
Counseling Skills [PSYC 620]
 - PSYC 622 Marital and Family Therapy [PSYC 612, PSYC 621]
 - PSYC 623 Cross Cultural and Non-Sexist Counseling [PSYC 612, PSYC 621]
 - PSYC 624 Sex Therapy and Human Sexuality [PSYC 612, PSYC 621]
 - PSYC 625 Clinical Applications of Marital and Family
Therapy [PSYC 622]
 - PSYC 626 Child and Adolescent Therapy [PSYC 622]
 - PSYC 627 Alcohol and Chemical Dependency
2. PRACTICUM REQUIREMENTS (6 Semester Hours)
 - PSYC 641 Counseling Practicum I [PSYC 612, PSYC 614, PSYC 621]
 - PSYC 642 Counseling Practicum II [PSYC 641]
3. COMPREHENSIVE EXAMINATIONS (0 Semester Hours)
 - PSYC 691 Written Comprehensive Examination (all core courses completed)
 - PSYC 692 Oral Comprehensive Examination [PSYC 691 Credit]

B. Requirements for Track B

Track B is designed for students who do not plan to pursue the MFT license. Students in Track B plan to practice in a state or country which does not have the MFT license as a “mental health counselor” or “professional counselor” and/or hope to gain admission to a doctoral program after graduation. Track B requires successful completion of a thesis. Students completing the Master’s Thesis are not required to complete the comprehensive examinations.

1. CORE COURSES (27 Semester Hours). Prerequisites are noted in brackets.

- PSYC 543 Advanced Statistics
- PSYC 611 Psychopathology and Assessment I
- PSYC 612 Psychopathology and Assessment II [PSYC 611]
- PSYC 614 Professional Law and Ethics
- PSYC 620 Counseling Theory and Practice I: Counseling Theories
- PSYC 621 Counseling Theory and Practice II: Counseling Skills [PSYC 620]
- PSYC 687 Thesis Research Skills [PSYC 543]
- PSYC 688 Master Research I [PSYC 687]
- PSYC 689 Master Research II [PSYC 688]

2. ELECTIVES (9 Semester Hours). These courses may be selected from the list below.

- PSYC 511 Theories of Learning
- PSYC 512 Cognitive Psychology
- PSYC 521 Social Psychology
- PSYC 534 Psychology of Death and Dying
- PSYC 551 Neuropsychology
- PSYC 552 Psychopharmacology
- PSYC 561 Special Topics Seminar

Any 600 Level Course listed in Track A may be taken as an elective for Track B. Other 600 level electives are listed below:

- PSYC 698 Special Studies
- PSYC 699 Independent Studies

C. Requirements for Track C

Track C satisfies the academic requirements for the California Association of Alcohol and Drug Abuse Counselors (CAADAC) Certificate as well as providing students with a foundation in general psychological counseling. Track C requires 4 courses in general counseling theory, 7 courses in the etiology and treatment of chemical dependency, one practicum in general psychological counseling and field work in chemical dependency counseling, and successful completion of written and oral comprehensive examinations.

1. CORE COURSES IN GENERALCOUNSELING

(12 Semester Hours). Prerequisites are noted in brackets.

- PSYC 610 Research Methods
- PSYC 611 Psychopathology and Assessment I
- PSYC 612 Psychopathology and Assessment II [PSYC 611]
- PSYC 620 Counseling Theory and Practice I: Counseling Theories

2. CORE COURSES IN CHEMICAL DEPENDENCY

(21 Semester Hours). Prerequisites are noted in brackets.

- ALDR 501 Introduction and Overview of Alcohol, Tobacco and Other Drugs
- ALDR 502 Ethical and Legal Standards of Care in Drug Counseling and Prevention
- ALDR 503 Prevention, Education and Early Intervention in Alcohol, Tobacco and Other Drugs
- ALDR 504 Psychopharmacology of Alcohol, Tobacco and Other Drugs [ALDR 501]
- ALDR 505 Family and Group Counseling [ALDR 501]
- ALDR 506 Counseling Skills and Case Management in the Treatment of Addiction [ALDR 501]
- ALDR 507 Personal and Professional Growth and Field Placement [ALDR 501, ALDR 504, ALDR 505]

3. OPTIONALCOURSE

- ALDR 508 Contemporary Issues in the Prevention and Treatment of the Addictions

4. PRACTICUM REQUIREMENT (3 Semester Hours)

- PSYC 641 Counseling Practicum [ALDR 506, PSYC 612, PSYC 620]

5. COMPREHENSIVE EXAMINATIONS (0 Semester Hours)

- PSYC 691 Written Comprehensive Examination (all coursework completed)
- PSYC 692 Oral Comprehensive Examination [PSYC 691 Credit]

Course Descriptions

All courses are 3 semester hours unless otherwise indicated.

■ COURSES IN PSYCHOLOGY

PSYC 511	Theories of Learning Systematic theories of learning and problem solving in animals and humans with a discussion of the relation of such theories to theories of psychopathology, education and psychotherapy.
PSYC 512	Cognitive Psychology Contemporary theories and research regarding perception, memory, concept learning, psycholinguistics, spatial cognition and information processing.
PSYC 521	Social Psychology 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.
PSYC 534	Psychology of Death and Dying Theoretical and empirical research on the psychological nature of death and dying in the human life span process will be fully examined.
PSYC 543	Advanced Statistics Advanced statistical methods including topics such as multidimensional scaling, path analysis, discriminant analysis and auto correlation.
PSYC 551	Neuropsychology Clinical neuropsychology: brain damage and organic syndromes, diagnosis and biological therapies.
PSYC 552	Psychopharmacology Study of psychopharmacological prevention, diagnosis and treatment of mental disorders: secondary focus on psychopharmacodynamics and neurochemistry of drugs which derive their primary effect by acting on the central nervous system.
PSYC 561	Special Topics Seminar An in-depth seminar course in advanced and/or specialized areas of psychology. Topics will rotate depending on faculty interest and expertise.
PSYC 610	Research Methods Research design with applications to Counseling Psychology. Analysis of variance, multivariate statistical techniques. Critiques of research and the statistical basis of psychological testing.
PSYC 611	Psychopathology and Assessment I Etiology, diagnosis, and treatment of various psychiatric disorders covered in DSM-IV. Evaluation, administration, scoring, and interpretation of measures commonly used to assess these psychiatric disorders.
PSYC 612	Psychopathology and Assessment II A continuation of PSYC 611. Prerequisite: PSYC 611
PSYC 613	Human Development Life span biological, cognitive and social-emotional development with emphasis on processes relevant to counseling. Topics covered include: attachment theory, separation-individuation, moral development, puberty, styles of parenting, adulthood, and aging.
PSYC 614	Professional Ethics and Law Professional codes of ethics; legal, moral, and practical choices confronting the psychotherapist; the law and the mental health professional.

PSYC 615	Group Process and Therapy An experiential course in group process and therapy. Students participate in a group facilitated by a practicing therapist. Students who opt not to participate in this experiential course can complete the requirement through an academic independent study on group process and therapy.
PSYC 620	Counseling Theory and Practice I: Counseling Theories A survey of major theoretical orientations to the practice of counseling and psychotherapy.
PSYC 621	Counseling Theory and Practice II: Counseling Skills An overview of basic counseling skills with particular emphasis on communication skills applicable to the counseling relationship. Techniques and issues related to the stages of therapy from the initial interview to termination are also considered. Prerequisite: PSYC 620
PSYC 622	Marital and Family Therapy An overview of marital and family therapy covering the history of the field, formats of treatment, psychodynamic, social learning, and systems models of etiology and treatment; marital and family assessment; separation and divorce counseling; spouse abuse; research on the efficacy of marital therapy. Prerequisites: PSYC 612, PSYC 621.
PSYC 623	Cross-Cultural and Non-Sexist Counseling This course is intended to serve as an introduction to the theory and practice of counseling persons from culturally diverse backgrounds. Theory and practice as it applies to counseling special populations will be highlighted. Prerequisites: PSYC 612, PSYC 621.
PSYC 624	Sex Therapy and Human Sexuality Theories, methods of identification and treatment of sexual disorders; ethical and professional issues in sex therapy; review of contemporary research literature in human sexual behavior. Prerequisites: PSYC 612, PSYC 621.
PSYC 625	Clinical Applications of Marital and Family Therapy Applications of marital and family therapy including the initial interview, communications skills training, and working with specific presenting problems. Issues related to the clinical practice of marital and family therapy. Prerequisite: PSYC 622
PSYC 626	Child and Adolescent Therapy An overview of child and adolescent therapy. Topics include: DSM IV and developmental perspectives on childhood psychopathology, the therapeutic relationship, techniques of individual child therapy, parent training, the treatment of children of divorce, abused and neglected children, children with learning disabilities, anorexia, and juvenile delinquency. Prerequisite: PSYC 622
PSYC 627	Alcohol and Chemical Dependency The course shall include such subjects as the definition of alcoholism and other drugs, medical aspects, theories, support systems, treatment approaches, legal aspects, populations at risk, resources, referrals, and prevention.
PSYC 641	Counseling Practicum I Supervised field experience. Prerequisites: PSYC 612, PSYC 614, PSYC 621.
PSYC 642	Counseling Practicum II Continuation of supervised field experience. Prerequisite: PSYC 641
PSYC 687	Thesis Research Skills Student designs and conducts an experiment or other empirical research in a specific area of psychology. Prerequisite: PSYC 543

PSYC 688	Masters Research I Students receive credit for PSYC 688 when their research proposal (review of literature, hypothesis, design, analysis) is approved in a meeting of a 3 person faculty thesis committee (i.e. The Preliminary Orals). Prerequisite: PSYC 687
PSYC 689	Masters Research II Students receive credit for PSYC 689 when the completed Masters Thesis has been approved in a meeting of a 3 person faculty thesis committee (i.e. The Final Orals). Prerequisite: PSYC 688
PSYC 691	Written Comprehensive Examination (0 Semester Hours) Written examination of all Core Coursework. PSYC 691 is offered 3 times a year on a Credit/No Credit basis. Students have up to 3 times to pass the exam. Prerequisites: All course work completed.
PSYC 692	Oral Comprehensive Examination (0 Semester Hours) Evaluation of knowledge of counseling theory and practice via an oral case presentation and the analysis of selected clinical vignettes. PSYC 692 is offered on a Credit/No Credit basis. Students have up to 3 times to pass the exam. Prerequisite: PSYC 691 Credit
PSYC 698	Special Studies
PSYC 699	Independent Studies (1-3 Semester Hours)

ALDR 501	Introduction and Overview of Alcohol, Tobacco and Other Drugs History of alcohol and other mood-altering drugs in the United States, the myths and stereotypes of alcohol use, the socio-cultural factors that contribute to drug use, and the patterns and the progressions of alcoholism and other drug dependency.
ALDR 502	Ethical and Legal Standards of Care in Drug Counseling and Prevention This course reviews basic ethical and legal standards, state and federal, affecting the practice of drug counseling and prevention with adults and minors including the necessary interface with the judicial system and other government agencies such as Department of Children's Services and the Department of Mental Health.
ALDR 503	Prevention, Education and Early Intervention in Alcohol, Tobacco and Other Drugs A survey of the major theories and approaches to the education, prevention, and early intervention of addiction to psychoactive substances. Relevant research, theory and trends in the field are reviewed. National and local examples of exemplary programs are presented as well as discussion of program evaluation strategies and techniques.
ALDR 504	Psychopharmacology of Alcohol, Tobacco and Other Drugs Systematic review of all major psychoactive drugs from a neurochemical and psychopharmacological perspective of their effects on the central nervous system and major body organs. Attention is given to understanding the implications of these processes on addiction and recovery. Prerequisite: ALDR 501
ALDR 505	Family and Group Counseling Studies the theories of family co-dependence, motivating family involvement, techniques for multi-family groups. Addresses the purpose, function and strategies of different types of counseling groups. Prerequisite: ALDR 501
ALDR 506	Counseling Skills and Case Management in the Treatment of Addiction Training in basic individual counseling skills. Intake, assessment, diagnosis, treatment planning, referral and other aspects of case management are reviewed with an emphasis on developing proficiency in the skills necessary for individual counseling and effective case management. Prerequisite: ALDR 501
ALDR 507	Personal and Professional Growth and Field Placement An in-depth look at the areas of counselor burnout, personal growth, professional growth (including career planning, training, education, time management), consultation, and impaired counselor resources. On-site supervised education of 300 hours at approved facilities, including a weekly three-hour seminar class. Prerequisites: ALDR 501, ALDR 504, ALDR 505
ALDR 508	Contemporary Issues in the Prevention and Treatment of the Addictions A comprehensive and in-depth seminar course covering specialized topics in the field of alcohol, tobacco and other drugs. Topics will rotate depending upon faculty availability and expertise but will focus on contemporary issues, trends, and new developments in the areas of prevention, treatment and theory. Optional Course
ALDR 599	Independent Studies

Master
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Counseling
Psychology

Master of Arts in English

■ *Literature Emphasis*

■ *Creative Writing Emphasis*

Graduate Director: Paul Harris, Ph.D.
email: pharris@popmail.lmu.edu
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Office Location: University Hall, Room 3828
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FACULTY

Professors:

Linda Bannister, Chairperson, Ph.D., Southern California
 Mel Bertolozzi, Ph.D., California, Davis
 Robert Caro, S.J., Ph.D., Washington
 Frances Gussenhoven, R.S.H.M., Ph.D., Stanford
 David Killoran, Ph.D., Tulane
 Richard Kocher, Ph.D., Southern California
 Sharon Locy, Ph.D., California, Davis
 Aldon L. Nielsen, Fletcher Jones Chair of Literature and
 Writing, Ph.D., George Washington
 Barbara Rico, Ph.D., Yale
 Chuck Rosenthal, Ph.D., Utah
 Lucy Wilson, Ph.D., Temple
 Gail Wronsky, Ph.D., Utah

Associate Professors:

Paul A. Harris, Ph.D., Graduate Director, California, Irvine
 Holli Levitsky, Director of Freshman English, Ph.D.,
 California, Irvine
 John M. Menaghan, Ph.D., California, Berkeley
 John Reilly, Ph.D., Cornell
 Theresia de Vroom, Ph.D., Southern California

Mission Statement

- M.A. in English: Literature Emphasis
- M.A. in English: Creative Writing Emphasis

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

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

- 1) The applicant for the degree of Master of Arts in English should have completed with a 3.0 ("B") average a minimum of seven upper division undergraduate English courses. For applicants to the Literature Emphasis, at least six of these courses should be in literature, including one in Shakespeare. For applicants to the Creative Writing Emphasis, at least two of these courses should be in creative writing and at least four in literature, including one in Shakespeare.
Any deficiency in grades or course work in undergraduate preparation will require that prerequisite courses at the undergraduate level be taken before work on the ten courses for the Master's degree may be begun. No course at the 600 level may be taken before the prerequisites are completed. A 600-level course taken before the completion of the prerequisite may be counted toward neither the prerequisites nor the requirements for the Master's degree.
- 2) Applicants must submit 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 - 3 pages) in which they indicate which emphasis (Literature or Creative Writing) 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 Emphasis should submit a sample of their critical writing; applicants to the Creative Writing Emphasis should submit samples of their creative writing and critical writing.
- 5) The General Test of the Graduate Record Examination (GRE) is a prerequisite requirement for all applicants.
- 6) The deadline for the receipt of all materials is April 1.

Teaching Fellowships

Teaching Fellowships are awarded in the second year of the program, and a prerequisite course in Composition Pedagogy must be completed to qualify. Experienced teachers may apply for Teaching Fellowships and are asked to include, along with their application materials, the following: a resume or c.v.; a letter of application for the Teaching Fellowship; and two letters of recommendation which specifically address their potential abilities as teachers of College Writing.

Raines Research Assistantships

Raines Research Assistantships are available to qualified graduate students by invitation of individual faculty members. These assistantships are paid at \$10 per hour for a maximum of 120 hours per academic year. Teaching Fellows are not eligible for Raines Research Assistantships due to federal government financial aid restrictions.

Graduate Assistantships

Graduate Assistantships are also available. Students who qualify would work an average of 20 hours per week during the regular semesters. The rate of pay is \$14.70 per hour.

Degree Requirements

Work for the degree of Master of Arts in English includes a minimum of 10 courses (30 semester hours) plus the Comprehensive Examination (0 semester hours). Courses selected must be approved by the Director of the Graduate English program. For the completion of the Master of Arts in English, all students are required to take Contemporary Critical Theory and a Major Writing Seminar. In addition, we strongly suggest that students take courses in as many of the following areas as possible: 1) Old English, Middle English, or Renaissance literature; 2) Restoration or 18th Century literature; 3) 19th Century or modern English literature; 4) American literature; and 5) a literary genre. Creative Writing students must take a Creative Thesis course after having completed the prerequisite Creative Writing Seminars. All students must take at least four courses at the 600 level. Courses in the 500 group which receive a grade of "B-" or less will not count toward the degree.

- LITERATURE EMPHASIS (Ten Courses)
 - Contemporary Critical Theory (1)
 - Major Writer (1)
 - Literature and Theory Electives (6-8)
 - Creative Writing Seminar (0-2)
- CREATIVE WRITING EMPHASIS (Ten Courses)
 - Contemporary Critical Theory (1)
 - Major Writer (1)
 - Creative Writing Seminar (3-4)
 - Literature and Theory Electives (3-4)
 - Creative Thesis (1)

ENGL 691 The Comprehensive Examination (0 sem. hrs.)

The Comprehensive Examination will be based on a reading list including major works in English and American literature and literary theory.

The Comprehensive Examination will consist of a three-hour written examination, followed within one week by an oral examination.

Students are urged to familiarize themselves with the details of procedures that are described in the Information Sheet available from the Department.

Foreign Language Requirement

Applicants for the degree of Master of Arts in English who wish a recommendation for doctoral work are encouraged to pass an examination designed to test their ability to translate materials pertaining to their field in either French, German, Spanish or Latin.

Course Descriptions

Survey Courses

All courses are 3 semester hours unless otherwise noted.

ENGL 501 Comparative Medieval Studies

A course designed to place the English medieval tradition within the Continental framework.

ENGL 502 The Arthurian Romance

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

ENGL 503 English Literature of the Middle Ages

English literature, from the Normans to the Tudors.

ENGL 504 Chaucer

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

ENGL 511 Literature of the Renaissance

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

ENGL 512 Seventeenth Century Poetry

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

ENGL 513 Milton

The poetry and selected prose of John Milton.

ENGL 521 British Literature, 1660-1800

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

ENGL 522 Eighteenth Century British Novel

The development of the English novel in its first century.

ENGL 531 Romantic Poetry

English poetry from Blake to Keats.

ENGL 532 Nineteenth Century English Novel

The development of the English novel from Austen to Hardy.

ENGL 533 Victorian Literature

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

ENGL 541 British Fiction: 1900-1950

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

ENGL 542 British Fiction: 1950 to the Present

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

ENGL 543	British Poetry, 1900-1950 A study of the poetry of Yeats, Eliot, Auden, Thomas and other modernists.
ENGL 551	Early American Literature, Art, and Ideas An interdisciplinary survey of representative writers, artists, and philosophers from the colonial, revolutionary, and transcendental periods.
ENGL 552	American Romanticism The study of such representative American writers as Poe, Hawthorne, Melville and Whitman.
ENGL 553	American Realism and Naturalism The study of such representative American fiction writers as Twain, James, and Crane.
ENGL 554	Modern American Fiction The study of such representative novelists as Hemingway, Faulkner, Anderson, and Fitzgerald.
ENGL 555	American Fiction Since 1950 A study of American novels and short fiction from 1950 to the present.
ENGL 556	Modern American Poetry The study of representative American poets from Whitman to the mid-twentieth century.
ENGL 557	Modern Drama British, American, and Continental drama, from Ibsen to O'Neill.
ENGL 558	Caribbean Literature The study of representative writers from the English-speaking Caribbean.
ENGL 559	Survey of Literary Criticism A survey in literary criticism from classical to modern period.
ENGL 561	Contemporary Literary Criticism The principles and practice of literary criticism from World War II to the present.
ENGL 562	Advanced Rhetorical Theory Textual analysis and production based on contemporary rhetorical theory.
ENGL 563	Creative Writing Seminar An intensive writing class in fiction, poetry, drama, creative non-fiction, or some combination of these genres.
ENGL 564	Narrative Theory An examination of the structures which govern narrative technique.
ENGL 598	Special Studies
ENGL 599	Independent studies 1-3 sem. hrs.

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

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

Master
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Theology

Master of Arts in Pastoral Studies

and Master of Arts in Theology

Graduate Director: Jeffrey S. Siker, Ph.D.
Office Location: University Hall, Room 3761
Telephone: (310) 338-4556

FACULTY

Professors:

Christopher Key Chapple, Ph.D., Fordham
John A. Coleman, S.J., Casassa Professor, Ph.D. California, Berkeley
John R. Connolly, Ph.D., Marquette
Marie Anne Mayeski, Ph.D., Fordham
Thomas P. Rausch, S.J., Chilton Professor and
Chair of the Department, Ph.D., Duke
Herbert J. Ryan, S.J., S.T.D., Gregorian, Rome
Jeffrey S. Siker, Ph.D., Graduate Director, Princeton Theological
Daniel L. Smith-Christopher, D. Phil., Oxford
James J. Walter, Ph.D., O'Malley Professor, Ph.D.,
Katholieke Universiteit te Leuven

Associate Professors:

Douglas Burton-Christie, Ph.D., Graduate Theological Union
James L. Fredericks, Ph.D., Chicago
Michael P. Horan, Ph.D., Catholic University of America
John R. Popiden, Ph.D., Notre Dame
Louke van Wensveen, Ph.D., Princeton Theological

Assistant Professors:

Anthea Butler, Ph.D. Cand., Vanderbilt
Felix Just, S.J., Ph.D., Yale
Timothy M. Matovina, Ph.D., Catholic University of America
Jeffrey VanderWilt, Ph.D., Notre Dame

Adjunct Professor:

Wilkie Au, Ph.D., California, Santa Barbara
Allan Figueroa Deck, S.J., S.T.D., Gregorian, Rome, Ph.D., St. Louis
Mary E. Milligan, R.S.H.M., Doc., Paris, S.T.D., Gregorian, Rome

Mission Statements

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

The Master of Arts in Theology provides students with a firm foundation in the methods of biblical, historical, systematic, and moral theology, with special emphasis on the Roman Catholic tradition. The program engages students in a wide range of ethical and cross-cultural concerns, and in ecumenical and interreligious dialogue.

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

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

Applicants need to indicate the particular Master of Arts program to which they are applying.

All applicants for admission to the master's degree programs are required to submit a Graduate Division application and \$35.00 fee; two copies of all post-secondary transcripts; and two letters of recommendation from persons acquainted with the applicant's professional and academic background. All materials should be sent to the Graduate Admissions Office. Applicants who have applied for admission may be formally admitted or may be required to fulfill prerequisites before being formally admitted.

All materials for admission must be received in the Graduate Admission Office by the dates listed below. Applications received after these deadlines will be reviewed on an individual basis.

May 1st for the Fall Semester
November 15 for the Spring Semester
April 1 for the Summer Session

Students may take graduate courses in non-degree status.

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Degree Requirements

■ MASTER OF ARTS IN PASTORAL STUDIES

CORE COURSES (Five Courses – 15 sem. hrs.)

I. Theology – 9 sem. hrs.

THST 600 Foundations of New Testament Theology **OR**
 THST 603 Foundations of Old Testament Theology
 THST 630 Introduction to Systematic Theology
 THST 660 Foundations of Christian Moral Life **OR**
 one course from the Historical area (620's).

II. Pastoral Studies – 6 sem. hrs.

THST 670 Foundations of Pastoral Theology
 THST 673 Faith and Culture

PASTORAL STUDIES ELECTIVES (15-21 sem hrs.)

Pastoral studies students are required to take one three unit course in either Liturgy, Religious Education, or Spirituality and select other elective courses offered by the Department of Theological Studies after consultation with their advisor. The program is designed to allow a student to develop a track in a particular area of interest, including liturgy, spirituality, religious education, faith and culture, or pastoral ministry. Under special circumstances, students may take up to two course (six semester hours) outside the department.

Comprehensive Exam Option

36 semester hours of course work plus a comprehensive examination.

Thesis/Project Option

30 semester hours of course work plus six semester hours acquired through submission of a thesis or project. Students complete this thesis or project course work over two semesters by enrolling in THST 693 and 694 from 3 hours each in the thesis option, or by enrolling in THST 695 and 696 for 3 hours each in the project option. When students enroll in either thesis or project they are also enrolling in the Thesis/Project Seminar. The Thesis/Project Seminar is required for the two semesters that students are enrolled in the thesis or project. The Seminar will meet regularly and is intended to help students in preparing and writing their thesis or project.

■ MASTER OF ARTS IN THEOLOGY

CORE COURSES (Four Courses – 12 sem. hrs.)

THST 600 Foundations of New Testament Theology **OR**
 THST 603 Foundations of Old Testament Theology
 THST 620 Foundations of Historical Theology **OR** any one course from the 620's
 THST 630 Introduction to Systematic Theology
 THST 660 Foundations of Christian Moral Life

THEOLOGY ELECTIVES (18-24 sem. hrs.)

Theology students are to complete an additional 18 semester hours under the thesis option or 24 semester hours under the comprehensive exam option to be selected in consultation with the student's advisor.

Comprehensive Exam Option

36 semester hours of course work plus a comprehensive examination.

Thesis Option

30 semester hours of course work plus six semester hours acquired through successful completion of a Master's Thesis. Students complete the thesis course work over two semesters by enrolling in THST 693 and 694 for 3 hours each. When students enroll for the thesis they are also enrolling in the Thesis Seminar. The Thesis Seminar is required for the two semesters that students are enrolled in the thesis. The Seminar will meet regularly and is intended to help students in preparing and writing their thesis.

Course Descriptions

All courses are three semester hours unless otherwise noted.

Biblical Theology

THST 600 Foundations of New Testament Theology

(Core) This course presents critical issues in current biblical interpretation of the New Testament. In particular, attention is given to the significance of historical, literary, social, and theological aspects of the New Testament writings, as well as to contemporary interpretive methodologies and the pastoral dimensions of interpretation.

THST 603 Foundations of Old Testament Theology

(Core) This course examines central issues in the interpretation of the Hebrew Bible, with attention to sociological, historical, literary, and theological dimensions of the Hebrew Bible, as well as the methodology of interpretation.

THST 607 Topics in the Gospels

This course 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.

Historical Theology

THST 620 Foundations of Historical Theology

(Core) A study of the specific role which historical investigation plays in constructive and critical theology; this study uses, as its major case study, the development of the Christian doctrine of God and Christ as articulated in the classical period and developed up to the scholastic period.

THST 621 Patristic Theology

The emergence of theology in pastoral and liturgical reflection on the biblical tradition in the first six centuries of the church's life: theology from the time of Ignatius of Antioch to Gregory the Great.

THST 625 Medieval Theology

An introductory survey beginning with Bede's retrieval and transformation of the patristic legacy and ending with the dissolution of the scholastic tradition.

THST 630 (Core)	Introduction to Systematic Theology This course investigates how theology attempts to translate the Christian message into new situations. Theological issues include revelation, faith, God and trinity, christology, the church, sin and grace, and sacramental and liturgical theology. Attention is given to their historical development as well as their contemporary significance, particularly in light of philosophical, cultural and religious pluralism.
THST 631	Christology An historical and systematic investigation of the Christian understanding of Jesus Christ and his significance for salvation. Topics include the historical Jesus, the Christ of faith, New Testament christology, the early christological councils, the historical development of philosophical christology, and contemporary christologies.
THST 632	Issues in Christian Spirituality This course examines some of the issues of contemporary Christian spirituality in the light of how certain exemplary Christians in earlier ages envisioned them. Questions such as the nature of spirituality, the integration of a contemplative attitude in life activity, Christian freedom, images of God and the role of culture in the formation of spirituality are addressed.
THST 640	Issues in the Contemporary Church This course explores various ecclesiological and theological issues in the contemporary church, such as theologies of the church, authority and its exercise, ordained and unordained ministry, women in the church, ecumenism and the church of tomorrow.
THST 643	Feminist Theology A study of feminist theology from its historical antecedents to its roots in the changing experience of women. It considers the essential methodologies of feminism, important feminist theologians, and the contributions of feminism to contemporary theology as a whole.
THST 650	Liturgical Theology: History and Interpretation This course examines the foundational period of the early church as the setting for the establishment of liturgy and its synthesis with culture. The methodology involves an exploration of liturgy in particular cultural contexts, including the important Christian centers of Jerusalem, Antioch, North Africa, Rome, and Constantinople, and the contemporary theological implications of these developments.
THST 651	The Liturgical Year This course present an overview of the cycle of the liturgical year based on the human pattern of fasting and feasting joined to the Christian cycle of celebrations. Both the anthropological and christological dimensions of the church year will be investigated in addition to specific issues such as the lectionary, inculturation, and the development of local feasts. (Formerly THST 677)
THST 652	The Rites This course will survey several of the seven official sacraments of the Roman Catholic Church in both their historical development and their liturgical practice, focusing on five in any given semester. (Formerly THST 678)
THST 653	Sacraments and Sacramentality An in-depth study of the theology of Christian sacraments and the symbolization of divine grace.

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Moral Theology

- THST 660 Foundations of Christian Moral Life**
(Core) This course familiarizes students with the language of Christian moral discourse. By focusing on methodological issues and the sources informing Christians about their moral life, students identify the complex personal dynamics of being and becoming Christian.
-
- THST 661 Catholic Social Teachings**
A study of the last one hundred years of Catholic social teachings, including papal encyclicals from Leo XIII to John Paul II, conciliar documents from Vatican II, and statements and letters issued by episcopal conferences and episcopal synods.
Prerequisite: THST 660
-
- THST 662 Issues in Moral Theology Today**
This course examines the writings of rival moral theologians today and their competing perspectives. Particular practical problems to be discussed vary and may include bioethics, business ethics, sexual ethics, war and peace, and social ethics.
Prerequisite: THST 660

Pastoral Theology

- THST 670 Foundations of Pastoral Theology**
(PS Core) A review of the biblical, historical and theological sources for constructing a theology of pastoral ministry which is appropriate to various contemporary pastoral settings and functions. The relationship between pastoral theology and other branches of theology is considered.
-
- THST 671 Pastoral Approaches to Religious Education**
An exploration of, and reflection on, the history and theory of Christian religious education, treating the relationship between religious education and allied fields of pastoral care, liturgy, justice and service activities which serve to foster the development of faith.
-
- THST 672 Skills for Pastoral Ministry**
This course, involving both theoretical and experiential learning, focuses on personal and interpersonal dynamics and skills that foster effective pastoral ministry. Topics include the spiritual formation of ministers, collaborative ministry, facilitating prayer, and a generic helping process for spiritual direction, pastoral counseling, and formation in various pastoral settings.
-
- THST 673 Faith and Culture**
(PS Core) An exploration of the nature of faith and culture and their interrelationship. An analysis of inculturation and its relevance to ministry and pastoral care in church and society.
-
- THST 677 Pastoral Liturgy**
This course examines the role of liturgy in the lives of Christians and their communities, exploring the tensions between liturgical norms and liturgy as practiced and experienced.
-
- THST 679 Special Topics in Pastoral Studies**

Comparative Theology

THST 680	Comparative Theology This course provides a review of the historical roots of the current situation of religious pluralism. It examines and evaluates relevant methodological proposals for comparative theology and clarifies the relationship of comparative theology to inter-religious dialogue, the history of religions and the Christian theology of religions. It also offers an opportunity to engage in the practice of comparative theology through the interpretation of texts.
THST 681	Comparative Religious Ethics This course begins with a comparative survey of ethics as found in the world's religious traditions. Specific issues such as war and peace, euthanasia, and environmentalism are then examined.
THST 682	Comparative Mysticism In this course, Christian mysticism as found in the writings of Teresa of Avila and Meister Eckhart is compared and contrasted with the interior traditions of India and East Asia, including Samkhya, Yoga, Taoism, and Yogacara Buddhism.

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THST 690 1-3 sem. hrs.	Directed Research Through selected readings and individually directed study, a student can concentrate in a specific field of research or area of ministry. This course is designed for those students whose particular needs would not be adequately met through other course offerings.
THST 693	Thesis and Thesis Seminar For those M.A. candidates who choose to submit a thesis to complete their requirements for the Thesis Option. The Thesis Seminar will meet regularly to facilitate the progress of the thesis. (Offered in Fall only)
THST 694	Thesis and Thesis Seminar For those M.A. candidates who choose to submit a thesis to complete their requirements for the Thesis Option. The Thesis Seminar will meet regularly to facilitate the progress of the thesis. (Offered in Spring only)
THST 695	Project and Project Seminar For those M.A. candidates who choose to submit a project to complete their requirements for the Project Option. The Project Seminar will meet regularly to facilitate the progress of the Project. (Pastoral Studies Students only). (Offered Fall semester only).
THST 696	Project and Project Seminar For those M.A. candidates who choose to submit a project to complete their requirements for the Project Option. The Project Seminar will meet regularly to facilitate the progress of the Project. (Pastoral Studies Students only). (Offered Spring semester only).
THST 697 0 sem. hrs.	Comprehensive Examination
THST 698 1-3 sem. hrs.	Special Studies
THST 699 1-3 sem. hrs.	Independent Studies

Master of Arts in Philosophy

A new program, to begin in Fall 2001

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Website: <http://liberalarts.lmu.edu/philosophy/>
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FACULTY

Professors:

Mary Elizabeth Ingham, C.S.J., Chairperson, Ph.D., Fribourg
 Jasper Blystone, Dr. Phil., Johannes Gutenberg Universitat
 James G. Hanink, Ph.D., Michigan State
 Elizabeth Murray Morelli, Ph.D., Toronto
 Mark D. Morelli, Ph.D., Toronto
 Timothy Shanahan, Ph.D., Notre Dame
 Santiago Sia, Ph.D., Dublin

Associate Professor:

W. Scott Cameron, Ph.D., Fordham

Assistant Professors:

Christopher Kaczor, Ph.D., Notre Dame
 Thomas Sherman, S.J., Ph.D., Toronto
 James K.A. Smith, Ph.D., Villanova
 Robin Wang, Ph.D., University of Wales, Cardiff
 Jeffrey Wilson, Ph.D., Emory

Adjunct Professor:

Richard Morris, M.A., Glasgow

Mission Statement

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

The Department

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

1. The General Test of the Graduate Record Examination (GRE)
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. Two letters of recommendation testifying to the student's aptitude for graduate studies in Philosophy, from professors familiar with the student's undergraduate work.
5. A personal statement, of no more than four typed pages, on why the applicant wishes to pursue philosophical studies at the graduate level.
6. The deadline for the receipt of all materials is March 15 for the fall semester and November 1 for the spring semester.

Master
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in
Philosophy

Financial Assistance

Graduate Assistantships are available. They are more than sufficient to cover tuition and are awarded for a two-year period. Full- and half-tuition Graduate and Departmental Grants are also awarded by the Department.

Degree Requirements

The two-year program requires 30 credit hours of course work (10 courses), completion of the Teacher Orientation and Practicum [TOP], reading proficiency in French, German, Latin, or Greek, and successful completion of comprehensive examinations. Students are expected to take six courses in their first year, and four in their second. Students may complete their credit requirement with their own choice of graduate courses. A portion of the course requirement may be fulfilled by graduate course work in the Departments of English or Theological Studies with the approval of the Program Director. Students must maintain a 3.0 GPA to remain in the program.

Teacher Orientation and Practicum (TOP)

The aim of TOP is to introduce students to the practical and pedagogical tasks involved in teaching at the undergraduate level, and to provide basic instruction in the effective performance of those tasks. TOP is administered by members of the Department of Philosophy in collaboration with the staff of the university's Center for Teaching Excellence. It includes both instructional sessions and practical applications. The instructional sessions provide guidelines for the preparation of course descriptions and syllabi, assignments and examinations, and for the grading of assignments and examinations. In addition, they offer guidelines for the preparation and delivery of lectures and the conduct of classroom discussions. The practical applications include: interviews with faculty members about their approaches to teaching and their methods, their successes and their failures; preparation of sample course descriptions and syllabi; preparation and delivery of one guest lecture in a lower-division Philosophy course, with videotaping, student evaluations, and a final review of the student's performance. Ongoing assistance is provided by experienced, full-time members in the Department of Philosophy. Students participate in TOP in the second and third semesters of the M.A. Program. Students receive a Certification of Participation upon completion of the program.

Comprehensive Examinations

The Comprehensive Examinations are based upon a Reading List which includes major works from the ancient, medieval, modern, and contemporary periods. It consists of two four-hour written examinations, and a one-hour oral examination.

Language Requirement

Before completion of the program students must demonstrate reading proficiency in French, German, Latin, or Greek.

Course Descriptions

All courses are 3 semester hours unless otherwise indicated.

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PHIL 602	Plato An exploration of selected dialogues, informed by a study of the various interpretations of the dialogues from Aristotle to the present.
PHIL 604	Aristotle A study of Aristotle's conception of nature and soul through an examination of the <i>Physics</i> , <i>Metaphysics</i> , <i>De anima</i> , and other relevant texts.
PHIL 606	Classics of Chinese Philosophy A study of the classic texts of the Confucian and Taoist traditions, including the <i>Analects</i> , <i>Mencius</i> , <i>Doctrine of the Mean</i> , <i>The Great Learning</i> , <i>Tao Te Ching</i> , <i>Chuang Tzu</i> , and <i>The Art of War</i> .
PHIL 610	Augustine's Early Writings A close reading of Augustine's early works, including <i>De magistro</i> , <i>Contra academicos</i> , <i>De vera religione</i> , and his <i>Confessions</i> , with consideration of the retrieval of Augustine in contemporary continental philosophy.
PHIL 612	Practical Wisdom A study of Aristotle's notion of <i>phronesis</i> as understood by medieval thinkers.
PHIL 614	Aquinas' Commentary on the Ethics Close reading of Aquinas' commentary, including comparison and contrast with contemporary commentaries (Nussbaum and Brodie).
PHIL 616	Divine and Human Willing A study of the nature and role of the will, both human and divine, in Duns Scotus and William of Ockham.
PHIL 618	Divine Foreknowledge and Human Free Will A study of medieval reflection on the foreknowledge question from Augustine's <i>De ordine</i> to Ockham's <i>Divine foreknowledge</i> and human freedom, including writings of Boethius, Anselm, Aquinas, and Scotus.
PHIL 630	Kant's Philosophy of Nature An exploration of Immanuel Kant's philosophy of nature in terms of space, time, categories, physics and biology using selections from the <i>Critique of Pure Reason</i> , <i>Prolegomena to Any Future Metaphysics</i> , <i>Metaphysical Principles of Natural Science</i> and the "Critique of Teleological Judgment" from the <i>Critique of Judgment</i> .
PHIL 632	Kant's Philosophy of Action The theme of human action runs through Kant's entire corpus, from the <i>Critique of Pure Reason</i> to the <i>Opus postumum</i> . We will trace themes of action from the Third Antinomy consideration of freedom and determinism through a selection of Kant's moral, aesthetic, and theological works.
PHIL 634	Hegel A close reading of Hegel's <i>Phenomenology of Spirit</i> with the aid of the major commentators.
PHIL 636	Kierkegaard A study of Kierkegaard's philosophical psychology through an examination of his pseudonymous works, including <i>Either/Or</i> , <i>Fear and Trembling</i> , <i>Repetition</i> , <i>The Concept of Anxiety</i> , <i>Concluding Unscientific Postscript</i> , and <i>The Sickness Unto Death</i> .
PHIL 640	Wittgenstein A study of the later writings of Ludwig Wittgenstein, focussing on the expression and pursuit of meaning within the labyrinth of language.

PHIL 642	Gadamer An introduction to hermeneutics – the theory of interpretation – generally, and to philosophical hermeneutics specifically, through a close study of one of the major syntheses of the twentieth century: Hans-Georg Gadamer’s <i>Truth and Method</i> .
PHIL 644	Habermas This course will take up on one of the major contributors to social and political theory in the twentieth century—Juergen Habermas. We will focus on the way Habermas develops his approach through the critical appropriation of the insights of Continental and Anglophone from Kant on.
PHIL 646	Neo-classical Metaphysics A textual analysis of Charles Hartshorne’s <i>Creative Synthesis and Philosophical Method</i> and related writings, focussing especially on the dialogue between neo-classical metaphysics and classical theism.
PHIL 648	Loneragan I: Cognitional Theory A study of Lonergan’s cognitional theory, including his interpretation of Aquinas in the Verbum articles, the cognitional theory of the first half of <i>Insight: A Study of Human Understanding</i> , and the lectures on <i>Insight in Understanding and Being</i> .
PHIL 650	Loneragan II: Metaphysics and Ethics A study of Lonergan’s epistemology, metaphysics, and ethics, including the second half of <i>Insight: A Study of Human Understanding</i> , selected post- <i>Insight</i> articles, and his final work <i>Method in Theology</i> .
PHIL 652	Contemporary Thomistic Ethics This course will examine recent trends in contemporary Thomistic moral thought.
PHIL 654	Contemporary French Philosophy A study of contemporary currents in French philosophy, particularly the work of Jacques Derrida, Emmanuel Levinas, and Jean-Luc Marion.
PHIL 660	Histories of Medieval Philosophy A study of the methodology of medieval philosophy, focussing on the varieties of interpretations of medieval philosophy and medieval philosophers, including major German, French, and Anglo-American approaches.
PHIL 662	Metaphysics and Selfhood An exploration of the thesis that the personal self is the most dynamic dimension of reality, contrasting both classical metaphysics and phenomenological realism with a range of reductionist accounts of the person. Particular points of contact include economism, scientism, and individualism.
PHIL 664	Philosophy of Mind A examination of the nature of mind and its relation to the physical world. Topics might include consciousness, subjectivity, the self, personal identity, neuroscience, cognitive psychology, artificial intelligence, and cognitive ethology.

PHIL 666	Philosophy of Science A detailed philosophical examination of some aspect of natural science. Topics might include science and pseudoscience, scientific explanation, theoretic confirmation, laws of nature, scientific revolutions, scientific realism, and social constructivism.
PHIL 668	Philosophy of Biology An exploration of selected problems in the philosophical analysis of evolutionary biology. Topics might include teleology, reductionism, the nature of species, natural selection, adaptationism, and the question of evolutionary progress.
PHIL 670	Person and the Common Good A study of the interrelation of the person and community, focussing on such questions as: Is the human person, at the deepest level, a whole rather than a part? How can we best evaluate contractarian, utilitarian, and natural law views of the common good? Does liberal individualism do justice to either the person or the common good?
PHIL 672	Virtue Ethics A study of contemporary reappropriations of Aristotle by such authors as MacIntyre, Anscombe, Veach, and Porter.
PHIL 674	Proportionalism A study of proportionalist moral theory (Knauer, Janssens, Fuchs, McCormick) and its critics (Quay, Grisez, Finnis, Connery, Kiely).
PHIL 680	Morality and Religion An historical and philosophical investigation of the relationship between morality and religious belief.
PHIL 682	Topics in Philosophy and Religion A study of selected topics in the philosophy of religion, such as God, faith and reason, including an examination of both historical and contemporary discussions of these topics.

PHIL 684	Christian Philosophy A study of the history of the relationship between reason and Christian scripture, philosophy and christology, as the foundation of a "Christian philosophy" understood (1) as a philosophical interpretation of Christian subject-matter and (2) as a distinctive mode of doing philosophy.
PHIL 686	Self, Truth, and Transcendence in Chinese and Western Philosophy A comparative study of three philosophical concepts which illuminate the distinctive characters of the two traditions: self, truth, and transcendence.
PHIL 696	Teacher Orientation and Practicum 0 sem. hrs.
PHIL 697	Comprehensive Examinations 0 sem. hrs.
PHIL 698	Special Studies 1-3 sem. hrs.
PHIL 699	Independent Studies 1-3 sem. hrs.

*Master
of
Arts
in
Philosophy*

College of Business Administration

Office Location: Conrad N. Hilton Center for Business, Room 233

Telephone: (310) 338-2848

Fax: (310) 338-2899

Administration

Dean: John T. Wholihan, Ph.D.

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

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

Director, Center for Executive Learning and Executive MBA: William Lindsey, Ph.D.

Director, Center for Asian Business: John Daly, S.J.

Director, Center for Ethics and Business: Thomas I. White, Ph.D.

Director, Center for Travel and Tourism: TBA

Director, Center for Entrepreneurship: W. Frederick Kiesner, Ph.D.

■ INTRODUCTION

The College of Business Administration offers the MBA degree with an additional option to earn a Graduate Certificate in International Business. In addition, students may apply for separate admission to the Loyola Law School and earn the JD/MBA degree. There are eight areas of emphasis in the MBA program. The purpose, admission requirements, program requirements and options are described in the pages that follow. The traditional MBA (MBAA) addresses the educational demands of fully employed persons who recognize the need to continue to build their careers. The MBA-International and MBA-Media are customized programs specifically for international students. The Executive MBA(EMBA) is for the experienced business leader who aspires to executive level responsibility.

Master of Business Administration Programs

FACULTY

Professors:

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

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

Julius S. Brown, Ph.D., California, Berkeley (Emeritus)

Alan A. Cherry, Ph.D., California, Los Angeles

Frank Daroca, Ph.D., Illinois. CPA

George Dasaro, M.S., California State, Los Angeles. CPA

Kweku Ewusi-Mensah, Ph.D., California, Los Angeles

Jeffrey D. Gale, Ph.D., J.D., California, Los Angeles

Edmund R. Gray, Ph.D., California, Los Angeles

Arthur Gross Schaefer, J.D., Boston University

George L. Hess, Ph.D., Arizona State

Rachele Katz, Ph.D., Stanford

W. Frederick Kiesner, Ph.D., Claremont

Christopher Manning, Ph.D., California, Los Angeles

David L. Mathison, Ph.D., Bowling Green

Mahmoud Mehrdad Nourayi, Ph.D., Southern California. CPA, CMA, CFM

Richard Perle, Ph.D., Southern California

Zbigniew Przasnyski, Ph.D., Sussex (England)

Gary P. Sibeck, J.D., Oklahoma; Ph.D., Southern California

Peter Smith Ring, Ph.D., California, Irvine; J.D., Northwestern

H. Daniel Stage, D.B.A., Southern California

Lawrence S. Tai, Ph.D., Georgia State

Charles Vance, Ph.D., Syracuse

Associate Professors:

Dolphy Abraham, Ph.D., Pittsburgh
 Renee Florsheim, Ph.D., Northwestern
 Allen P. Gray, Ph.D., California, Riverside
 Charles J. Higgins, Ph.D., Claremont
 Linda Leon, Ph.D., California, Los Angeles
 Yongsun Paik, Ph.D., Washington
 Ralph L. Quinones, J.D., New York
 Raymond C. Rody, Ph.D., Southern California
 Kala Chand Seal, Ph.D., Texas, Austin
 Thomas I. White, Ph.D., Columbia
 Robert D. Winsor, Ph.D., Southern California

Master
 of
 Business
 Administration

Assistant Professors:

Patricia Douglas, Ph.D., Virginia Commonwealth; CMA
 Ellen Ensher, Ph.D., Claremont
 Sudha Krishnan, Ph.D., Southern California
 Cathleen McGrath, Ph.D., Carnegie Mellon
 Robbie Nakatsu, B.A., Yale
 Anatoly Zhuplev, Ph.D., Moscow Management Institute

Adjunct Professor:

Darryl Graver, J.D., San Diego

Clinical Professor:

Don De Pamphilis, Ph.D., Harvard

Mission Statement

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

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

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

Additionally, numerous opportunities exist to explore various aspects of global business. These include a full-fledged International MBA Program of studies and a unique overseas integrative experience.

The high quality of the MBA Program is confirmed through its accreditation by the American Assembly of Collegiate Schools of Business.

Admission Requirements

1. **Eligibility for Admission:** Applicants for admission to the program leading to the degree of Master of Business Administration must have a Bachelor's degree and an acceptable level of scholarship from an accredited institution of higher learning. The degree may be in any academic discipline.
 2. **Application:** Applications for admission are available from the MBA Office, Loyola Marymount University, Los Angeles, California 90045. A completed application with appropriate fees must be received prior to the activation of the applicant's official file.
 3. **Transcripts:** Two copies of official transcripts must be sent from each institution of collegiate rank attended by the applicant. Transcripts should be sent to the Graduate Admission Office by the other collegiate institution(s). All such transcripts become the property of Loyola Marymount University.
 4. **Graduate Management Admissions Test:** All applicants must take the Graduate Management Admission Test (GMAT). The test is administered by the Educational Testing Service (ETS). Further information about the GMAT may be obtained by calling ETS at (609) 734-9362.
 5. **International Students:** All international students (including those who have received their Bachelor's degrees in the U.S.) from countries where English is not the primary language must demonstrate proficiency in the English language by obtaining a minimum score of 600 on the Test of English as a
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Foreign Language (TOEFL). International students who received their high school diploma from a U.S. secondary school do not have to take the TOEFL. Admitted students who pass the TOEFL requirement but are subsequently judged by the faculty to be deficient in English may be directed by the Associate Dean to obtain greater language proficiency by taking appropriate remedial courses in English composition or speech communications. Failure to do so will result in dismissal from the program. Each international student must also provide the Graduate Admissions Office with a certified statement of financial ability. GMAT scores must accompany applications from all students (U.S. or international) whose undergraduate degrees were earned outside the United States. A GMAT score of at least 550 is required for international students with Bachelor's degrees from outside the U.S.

6. **Official Evaluations:** The MBA Program Office officially evaluates the potential candidacy of each applicant. Applications are evaluated only after the following data is received by the Graduate Admissions Office:
 - 1) application form and personal statement (plus appropriate fees)
 - 2) official transcripts for all previous collegiate work
 - 3) GMAT results
 - 4) TOEFL results (when applicable)
 - 5) two letters of recommendation and
 - 6) a current resume.
7. **Acceptance:** Acceptance to the MBA Program is granted to applicants who clearly demonstrate that they have high promise of succeeding in graduate business study. An index based on two weighted indicators is used for evaluation: the GMAT examination and the candidate's overall or upper-division undergraduate grade point average.

A limited number of applicants who have not taken the GMAT examination but whose undergraduate grade point averages are exceptionally high may be admitted provisionally if they take the GMAT within the first semester of enrollment and earn an acceptable score.

Other admission criteria are also considered. These include the personal statement and relevant work experience.
8. **Entrance:** Students may enter the program in the Fall, Spring, or Summer semesters.
9. **Attendance:** Attendance in MBA classes is limited to individuals who have been admitted to the MBA Program.
10. **Microcomputer Access:** It is mandatory that all MBA students possess or have personal access to a microcomputer and be knowledgeable in the use of software for business applications.

Proficiency Prerequisites

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

Attendance and Residence

Students are expected to be continuously enrolled in the MBA Program. Leaves of absence may be granted to students who submit formal applications. Individuals who remain on leave for more than two years must formally reapply for admission. Readmission is based on the admission criteria and the curriculum that are in effect at the time of the resumption of classes.

Eighteen 600 level MBA classes are required to satisfy the Program's academic requirement. In some cases, core courses are waived for students whose previous academic records demonstrate a mastery of the content of the course. A minimum of ten 600 level MBA classes are required to satisfy the University's residence requirement.

Student Registration and Counseling

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

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

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

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

MBA DEGREE PROGRAM

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

All courses are three semester hours (except where indicated). Course syllabi are on file in the MBA office.

MBA COURSE CATEGORIES

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

Master
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Core Curriculum

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

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

- MBAA601 The Legal and Ethical Environment of Business
- MBAA602 Financial & Managerial Accounting
- MBAA603 Business Statistics
- MBAA604 Business Economics
- MBAA605 Management and Organizational Behavior
- MBAA606 Marketing Management
- MBAA607 Operations Analysis and Decision Support Systems
- MBAA608 Financial Management
- MBAA609 Management Information Systems

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

Because of their critical nature for emerging business leaders, many of these topics are included as major elements within each core course. For example, MBAA605, Management and Organizational Behavior, includes modules on organizational theory, interpersonal communication, business ethics and the international dimension of business. Similar matrixed break-downs occur in the other core courses. Viewed from a topical standpoint, the international dimension of business is addressed in MBAA604, 605, 606, 608 and 609.

Waivers

Only core courses may be considered for waiver. Waivers are granted by the Associate Dean's Office after an evaluation of the student's academic transcripts. Generally, previously taken courses that are used to waive core courses must cover equivalent material and have been taken in academic programs that concluded less than 5 years prior to MBA Program enrollment. The accreditation level of the school at which equivalent courses were taken determines the necessary grade for waiver acceptability. For example, an LMU core course may be waived for a student who has taken an equivalent course at an AACSB accredited school if the student achieved a grade of A or B, or at a regionally accredited U.S. school if the grade earned was an A. Courses equivalent to the LMU core that were taken at schools outside the United States or in non-accredited programs are not acceptable for waiver. Students who feel that they are sufficiently grounded in the content of a core course by virtue of work experience or academic study may challenge the MBA core course by examination. Such examinations must be taken during the first semester of the student's enrollment in the MBA Program. A waiver examination request form must be filled out and a fee of \$75.00 paid before the student will be allowed to take any waiver examination. Forms are available in the MBA office.

The Advanced Curriculum

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

Specialization

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

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

Generalization

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

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

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

Integration

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

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

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

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

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

INTERNATIONAL MBA CERTIFICATE

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

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

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

Depth or Specialization — through the selection of one of seven areas of emphasis

Breadth or Generalization — through international electives

Integration — through the Comparative Management Systems courses

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

MBAB Management and Organizational Behavior

MBAC Marketing Management

MBAE Human Resource Management

MBAF Financial Decision Systems

MBAH Entrepreneurial Organizations

MBAJ Accounting Decision Systems

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

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

Functional — outside of area of emphasis

Regional

Practicum

Strategic — MBAI 690

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

THE EXECUTIVE MBA (EMBA) PROGRAM

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

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

Classes meet all day Friday and Saturday, every other week for 21 months.
Classes begin in September 2001 and end in April 2003.

LMU EMBA Candidate Qualifications

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

The admission decision to the EMBA program is individualized and based on a candidate's potential to pursue graduate study. Each candidate is evaluated on several kinds of evidence taken together including, but not limited to, work and management experience, career accomplishments, potential for advancement, letters of recommendation, personal interview, information provided in the application form, undergraduate and graduate (if any) record and GMAT. Selection is based on academic potential without regard to race, creed, color, gender, sexual orientation, national origin, age or disability.

The Curriculum

The LMU EMBA is built and organized around key business challenges, integrating core business concepts and tools with real business situations to address these challenges. The program consists of 54 credit hours divided into four modules; each module builds on and supports the previous module. The major components of each module include the Classroom Experience, Skill Application Projects and Learning Experiences.

Classroom Experience

Classroom sessions are comprised of presentations by highly-qualified faculty and business leaders. Learning is facilitated through interaction between participants and faculty, exercises approximating real management issues, case studies, and exploring management concepts found in readings and text materials. Individual skill development is stressed, with the aim of equipping executives with strategies they can use to improve their own decision-making and leadership capabilities.

Skill Application Projects

Skill application projects provide important experiential learning by "forcing" the use of business concepts learned in the classroom to solve real business problems. Each module or major curriculum focus will use an individual and/or team project to facilitate the transference of knowledge into practical application. Projects are real business issues faced every day, such as a merger or acquisition, the development of a new product or service, opening new markets, major reorganization, or a functional business problem. Web-based group interaction and e-mail will be used to facilitate completion of group assignments.

Learning Experiences

Three learning experiences provide unique off-site educational opportunities that augment classroom instruction.

- **The Leadership Retreat**, at the beginning of the EMBA program, is a residential program to help participants set goals for themselves, form study teams, and begin the learning process. In addition, a workshop will be offered for participants and their spouses/significant others that addresses balancing family, work, and school requirements.
- **The Washington, D.C. Experience** provides intensive, first-hand exposure to the forces and personalities in Washington that shape America's business policy. In sessions with top policy-makers, participants will learn how to understand and anticipate the impact of public policy on business.
- **The International Experience** uses a visit to one or more major, non-U.S. business centers to provide an understanding of business practices, political realities, and social and cultural sensitivities of a specific international business problem.

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THE CURRICULUM SEQUENCE

YEAR ONE **MODULE 1 • Knowledge Foundation and Language of Business** builds basic skills in accounting, finance, statistics, economics, and research. The emphasis is to strengthen the executive's ability to understand financial information; research, analyze, and evaluate investment opportunities; acquire, invest, and maintain capital resources; and to assess the impact of the global economy on business operations.

MODULE 2 • Skills and Knowledge to Manage Operations Effectively addresses performance from the internal perspective of the firm. Coursework examines the relationships between people and technical systems in production, service delivery, and information/technology management.

YEARTWO **MODULE 3 • Knowledge to Succeed in the Global Business Environment** provides the knowledge and skills to successfully manage the firm in the presence of external forces and factors. The relationships among a firm's strategy, goals, marketplaces, and the global competitive environment are emphasized in the context of managing the firm.

MODULE 4 • Knowledge and Strategies to Successfully Exploit Change, the capstone module, addresses executive leadership required to create and communicate a clear direction for the firm's future and to develop strategies for carrying out change. Curriculum in this module stresses the role of senior managers in applying human and capital resources to achieve long-term competitive advantage. Special emphasis is given to personal effectiveness, ethical conduct, and socially responsible action.

Core Curriculum Courses

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

MBAA 601	The Legal and Ethical Environment of Business The factors present in the external environments of business relative to business law and political entities that must be dealt with by business managers. Interrelated ethical considerations will be explored along with such topics as agency; contracts; business organizations; property; the court system; and business interfaces with local, state and federal governments.
MBAA 602	Financial and Managerial Accounting The nature, techniques and uses of accounting from a manager's perspective. Topics include accounting methodology, corporate financial statements and disclosures, alternative accounting measurement techniques, interpreting quality of earnings, strategic planning, and operational decision making.
MBAA 603	Business Statistics The use of basic statistics, probability concepts, sampling distributions, hypothesis tests, correlation/regression analysis and analysis of variance for making rational business decisions under conditions of risk and uncertainty. Applications of the computer and standard software packages as management tools are used to simplify and facilitate this process.
MBAA 604	Business Economics Macro and micro economic theories are studied and applied to business situations to facilitate decision-making relevant to the domestic and international marketplaces.
MBAA 605	Management and Organizational Behavior The study of management as it relates to individual, small group and total organizational systems. Topics covered include management principles, international management, leadership, motivation, interpersonal communication. The course also includes a focus on ethical issues and the social responsibilities of the manager in a complete global environment.
MBAA 606	Marketing Management A course designed to improve the participant's analytical, operational and creative skills in making product, price, promotional and logistic decisions. Special emphasis is given to the marketing concept, consumer behavior, the development of marketing strategies, and international marketing. Prerequisite: MBAA 604
MBAA 607	Operations Analysis and Decision Support Systems A decision-making approach involving computer applications is used to investigate and analyze several operations management areas. Prerequisite: MBAA 603
MBAA 608	Financial Management An examination of methods and instruments useful to financial managers of business enterprises for making investment, dividend, and financing decisions and in managing working capital. Prerequisites: MBAA602, MBAA603, and MBAA 604.
MBAA 609	Management Information Systems An overview of planning, analysis and design, implementation, and operation and control of information technology for business environments. Primary emphasis is placed on the role of the manager in a computer-based information system environment. Prerequisite: MBAA 605

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

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MBAB: Management and Organizational Behavior

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

MBAB 612 Management Issues in Literature

Films, contemporary novels, classical literature and management literature are vehicles through which a broad range of management and behavioral concepts are observed and discussed. Current theories of management are explored to the extent that they are applicable to the classical situations that are presented.

Prerequisite: MBAA 605

MBAB 613 Performance Management

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

Prerequisite: MBAA 605

MBAB 614 Advanced Communication for Managers

This is a practical course focused on the sharpening of interpersonal communication skills that lead to successfully managing others. Topics will include theory and skills for strengthening one's interpersonal communication abilities, leading groups, presenting ideas, and the effective use of power in the workplace.

Prerequisite: MBAA 605

MBAB 615 Program Management

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

Prerequisite: MBAA 605

MBAB 616 Creativity and Innovation Management

A study of models and methods of creativity and creativity management through which the creative process can be encouraged and increased for enhanced organizational effectiveness through sound management techniques. Also listed as MBAH 616.

Prerequisite: MBAA 605

MBAB 617 Advanced Concepts in Management

This course examines through case analysis critical behavioral issues and skills related to successful personal, interpersonal, group, and organizational management.

Prerequisite: MBAA 605

MBAB 636 Managing Organizational Change and Development

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

Prerequisite: MBAA 605

MBAB 640	International Strategic Management The formulation and implementation of business and corporate strategies for worldwide operations in the increasingly global economy, as opposed to those of purely domestic firms or firms marginally involved in international activities, is examined. The most recently developed approaches and concepts are discussed and applied through the use of extensive international case studies and current readings. Also listed as MBAG 640. Prerequisite: MBAI 610; one international elective also recommended
MBAB 641	International Management Differences in political, economic and socio-cultural environments around the world challenge managers with opportunities and risks. The primary objective of the course is to help the students achieve understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts. Also listed as MBAG 641. Prerequisite: MBAA 605
MBAB 643	Cultural Perspectives of International Management The economy is now global. The manager, therefore, must become familiar with global cultures. This course is designed to provide a framework of analysis of all cultures combined with specific studies of our major trading partners. Also listed as MBAG 643. Prerequisite: MBAA 605
MBAB 650	Seminar in Business Policy and the Environment 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 emphasized. Prerequisite: MBAI 610
MBAB 651	Ethical Issues in Business This course introduces students to the two dominant philosophical traditions used in analyzing ethical issues in business: 1) evaluating the amount and type of benefits and/or harm that result from an action, and 2) evaluating the intrinsic character of an action. After getting comfortable with the basic theory, students apply these approaches to numerous ethical dilemmas in business. In this respect, this course is about learning a new way of evaluating problems and making decisions. This course also discusses: the issue of the relationship between the moral character of our actions and the health of the human personality, and the claim that men and women may perceive and resolve ethical dilemmas differently. Prerequisite: MBAA 605
MBAB 677	International Negotiation This course will consider the practice of international negotiation in a diversity of cultural environments. The course will draw on the fields of marketing, the behavioral sciences, and ethics to analyze and discuss the international dimensions of negotiating cross-culturally. Also listed as MBAC 677 and MBAG 677. Prerequisite: MBAA 601
MBAB 680	Advanced Topics in Managerial Policy and Strategy Case histories are documented, reviewed, analyzed and interpreted from the perspective of the functional specialist operating as part of the strategic management team. Concepts comprising the course will be applicable to both large and small enterprises. The student will develop skill in identifying and focusing on the key issues which must be addressed from an overall strategic perspective. Prerequisite: MBAI 610
MBAB 685	Power, Politics and Negotiation in Organizations A study of organizational politics and power applications within the organization. The focus is a positive practical understanding and application of power within organizations. Inter- and intra-organizational negotiation techniques are also explored from theoretical and practical standpoints. Prerequisite: MBAA 605
MBAB 696	Directed Research in Management Prerequisite: either MBAB 612, 613, 615, 616 or 617

MBAB 698 Special Studies
Prerequisite: as designated by the MBA Office.

MBAB 699 Independent Studies
1-3 sem. hrs. Prerequisite: either MBAB 612, 613, 615, 616, 617 or as designated by the MBA Office.

MBAC: Marketing Management

As defined by The American Marketing Association: "Marketing consists of individual and organizational activities that facilitate and expedite satisfying exchange relationships in a dynamic environment through the creation, distribution, promotion, and pricing of goods, services, and ideas." As such, marketing is concerned with the manner in which the enterprise, profit or not-for-profit, interacts with its customers, competition, suppliers, distributors, and government.

MBAC 612 Advanced Marketing Management
The course is designed to provide advanced marketing knowledge, while utilizing knowledge from the coremarketing management course. Classes focus on marketing challenges and situations actually confronted by specific organizations.
Prerequisite: MBAA 606

MBAC 613 Consumer Behavior
Marketing implications of psychological and sociological factors that influence consumer behavior and consumer decision making.
Prerequisite: MBAA 606

MBAC 614 Marketing Research
The scope of marketing research: how to design and execute a sample survey, how to improve research skills, and how to analyze data using a simple computer program.
Prerequisite: MBAA 606

MBAC 615 Applied Consumer Behavior Research
Students will study consumer behavior in an effort to better understand the marketing research process. Not only are students introduced to concepts of consumer behavior, but they also learn about behavioral research. Finally, students conduct field study on consumer attitudes and behavioral intentions regarding a significant marketing problem/issue (e.g., introducing a new product, a new advertising campaign, etc.).
Prerequisite: MBAA 606

MBAC 647 International Marketing
This course focuses on marketing management principles utilized in the international environment. It includes the problems and risks involved in export and overseas marketing and the different strategies required.
Prerequisite: MBAA 606

MBAC 660 Marketing Strategy
Includes an emphasis on development and implementation of marketing strategy and marketing planning. This course is designed to provide the student with advanced theoretical and practical approaches of those methodologies that lead toward survival and growth in the marketing and competitive environments. Marketing strategy concepts are reviewed in detail.
Prerequisite: MBAA 606

MBAC 663	Industrial Marketing A course concentrating on the marketing of products/services to other industries and studying the differences between industrial and consumer goods marketing. Prerequisite: MBAC 612, 613, 614 or 615
MBAC 664	Advertising and Promotional Strategy An analysis of promotion mix strategies with emphasis on advertising, sales promotions, and management of the promotion mix. Prerequisite: MBAC 612, 613, 614 or 615
MBAC 667	Sales Management The course is divided between study of (1) professional selling and (2) sales management, with an emphasis on the latter. Prerequisite: MBAC 612, 613, 614 or 615
MBAC 677	International Negotiation This course will consider the practice of international negotiation in a diversity of cultural environments. The course will draw on the fields of marketing, the behavioral sciences, and ethics to analyze and discuss the international dimensions of negotiating cross-culturally. Also listed as MBAB 677 and MBAG 677. Prerequisites: MBAA601, 604, 605, 606, 608
MBAC 679	Marketing and Public Policy This course examines the impact of the public sector on the global marketplace. Included is an historical perspective on the public sector and how it relates to today's public policies and practices. Comparisons of public sector approaches to the marketplace will be made. Specific issues examined are privatization, deregulation, protectionism and the emergence and governance of economic blocs like the European Union and NAFTA. Throughout the course, the focus will be on how all of this affects the direction, scope and practice of marketing. Also listed as MBAG 679. Prerequisites: MBAA 606
MBAC 698	Special Studies Prerequisite: as designated by the MBA Office.
MBAC 699	Independent Studies 1-3 sem. hrs. Prerequisite: MBAC 612, 613, 614 or as designated by the MBA Office.

MBAD: Information and Decision Sciences

Courses in this area of emphasis provide the student with the skills necessary to function in a computer oriented environment. Information management and decision-making skills are developed by combining theory and practice through the use of computer-aided projects and cases.

MBAD 611	Information Systems Analysis and Design An in-depth study of business information systems development that deals with fundamental concepts and issues essential to the analysis and design of information systems from both the technical and organizational perspectives. Issues associated with information requirements of enterprises, the roles played by the analysts, designers and users, as well as current topics are discussed. The course introduces the students to computer based software tools for information Systems Analysis and Design. Prerequisite: MBAA 609
MBAD 612	Management Support Systems An in-depth study of the foundations and applications of computer based tools that support the functions and activities of managers. It includes, but is not limited to, components on decision support systems, executive support systems, and expert systems. Integrates hands-on experience in the development of applications with theoretical structure of decision making. Prerequisite: MBAA 609

MBAD 613	Data Base Management Systems An in-depth analysis of the strategies employed in the development of generalized data base management systems. Explores data and file structures, the network, hierarchical and relational models, and methods of structured design. Students will be expected to participate in the development of a small data base. Prerequisite: MBAA 609
MBAD 614	Electronic Commerce A study of how to plan, analyze, design, develop and implement information systems to support business activity via electronic mediums, such as the Internet, with an emphasis on the management issues involved. Also includes an assessment of current business and technology factors that impact such business activity. Prerequisite: MBAA 609 Recommended: MBAD 611 or MBAD 613
MBAD 617	Optimization and Financial Engineering This course introduces advanced optimization modeling techniques that support financial decision-making. Provides hands-on experience in the development of spreadsheet optimization models for applications in cash budgeting, portfolio management, short-term financial planning, capital budgeting, and project management. Also listed as MBAF 617. Prerequisites: MBAA607, 608 and 609
MBAD 618	TQM: Concepts and Techniques This course introduces the philosophy and principal ideas, issues and terminology of continuous improvement and Total Quality Management. The focus is on the tools and techniques of TQM, and successful implementation in organizations. Prerequisite: MBAA 603
MBAD 619	Risk Analysis and Financial Modeling This course introduces advanced quantitative model building skills for financial risk analysis. Provides hands-on experience in the development of spreadsheet simulation and forecasting models for applications in valuation, capital budgeting, mergers and acquisitions, option pricing, and portfolio management. Also listed as MBAF 619. Prerequisites: MBAA607, 608 and 609
MBAD 673	Special Topics in Information Systems Explores, analyzes and discusses current topics or issues of significance in the information systems field. Topics may include object-oriented analysis and design methodology, end-user computing, economics of information systems and computing, management of telecommunication resources and others. Prerequisite: MBAD 613
MBAD 698	Special Studies Prerequisite: as designated by the MBA Office.
MBAD 699	Independent Studies 1-3 sem. hrs. Prerequisite: as designated by the MBA Office.

MBAE: Human Resource Management

Courses in this area of emphasis expose the student to the human resource management (HRM) function. Within the HRM area, major topics pertinent to management success include planning and linking HRM to organizational strategy, staffing, training, career management, performance appraisal, compensation, labor relations, safety and health, employment law and Affirmative Action, and international HRM issues.

MBAE 611	Human Resource Management and Career Development This course provides a broad overview to fill critical information and skill needs of all managers for effectively managing an organization's human resources. Key topics include human resource planning, staffing, training, performance evaluation, compensation, health and safety, labor law, and equal employment guidelines. An important emphasis is on effective career planning in organizations, both for managers themselves and their subordinates. Prerequisite: MBAA 605
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MBAE 613 Performance Management

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

Prerequisite: MBAA 605

MBAE 630 Strategic Human Resource Management

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

Prerequisite: MBAA 605

MBAE 632 Employee and Labor Relations

This course provides an important overview of critical issues and concepts in employee and labor relations, involving the employer-employee relationship within both union and non-union organizations. Topics include labor law, collective bargaining, administration of the collective bargaining agreement, mediation and arbitration, and grievance and discipline procedures.

Prerequisite: MBAA 605

MBAE 636 Managing Organizational Change and Development

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

Prerequisite: MBAA 605

MBAE 637 The International Management of Human Resources

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

Prerequisite: MBAA 605

MBAE 698 Special Studies

Prerequisite: as designated by the MBA Office.

MBAE 699 Independent Studies

1-3 sem. hrs. Prerequisite: MBAE 611, 613 or as designated by the MBA Office.

The Financial Decision Systems area of emphasis provides an understanding of the operations of money and capital markets, the valuation of the firm in the market, and how the techniques of financial management affect that valuation. Students who choose the Financial Decision Systems area of emphasis will find it appropriate for careers in investing, financial analysis, financial operations, and related fields.

MBAF 611 Financial Markets

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

Prerequisite: MBAA 608

MBAF 612 Financial Institutions

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

Prerequisite: MBAA 608

MBAF 614 Financial Analysis and Applications

Advanced study of investment, financing, and dividend policies and practices of business enterprises. Topics include working capital management, investment decisions, capital budgeting, cost of capital, capital structure policy, distribution policy, and financing decisions and tactics.

Prerequisite: MBAA 608

MBAF 615 Tax Planning for Management Decisions

An analysis of the basic elements of federal income taxation of corporations, partnerships, S corporations, and sole proprietorships, with an emphasis on tax planning for business decisions. Also listed as MBAJ 615.

Prerequisite: MBAA602, 608

MBAF 617 Optimization and Financial Engineering

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

Prerequisites: MBAA607, 608 and 609

MBAF 619 Risk Analysis and Financial Modeling

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

Prerequisites: MBAA607, 608 and 609

MBAF 620 Financial Strategy

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

Prerequisite: MBAA608, MBAF 611, 612, or 614

MBAF 621 Current Trends in Finance

The capital asset pricing model, modern portfolio theory, capital budgeting techniques, other mean-variance models, option models, international models, and performance analysis. Discussion of the recent development of arbitrage pricing theory.

Prerequisite: MBAA608, MBAF 611, 612, or 614

MBAF 623 Investments

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

Prerequisite: MBAA 608

MBAF 624 Mergers and Acquisitions

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

Prerequisites: MBAA608, MBAF 611, 612, or 614

MBAF 625 Real Estate Investments and Entrepreneurship

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

Prerequisites: MBAA608, MBAF 611, 612, or 614

MBAF 648 International Finance

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

Prerequisite: MBAA608

MBAF 698 Special Studies

Prerequisite: as designated by the MBA Office.

MBAF 699 Independent Studies

Prerequisite: either MBAF 611 or 612 or as designated by the MBA Office.

This Area of Emphasis exposes the student to the international marketplace. The courses are grouped into four categories: Functional, Regional, Practicum, and Integrative. All prerequisite courses are at the core level (MBAA601-609). Thus students

MBAG: International Business Systems

who have completed the core may take any MBAG classes without having had previous international coursework. It is recommended, however, that students select courses from different groups rather than taking all their international classes in a single category. Note: This recommendation is a requirement for students seeking the Certificate in International Business.

■ FUNCTIONALCOURSES

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

MBAG 637 International Management of Human Resources

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

Prerequisite: MBAA 605

MBAG 638 International Accounting

This course focuses on issues important to those involved with accounting and financial control in international business. Topics include international accounting standards and harmonization, financial reporting practices among industrial nations, accounting for foreign exchange translation and inflation, and the special problem of financial planning and control in multinational enterprises. Also listed as MBAJ 638.

Prerequisite: MBAA 602

MBAG 640 International Strategic Management

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

Prerequisite: MBAI 610; one international elective also recommended

MBAG 641 International Management

Differences in political, economic and socio-cultural environments around the world challenge managers with opportunities and risks. The primary objective of the course is to help the students achieve understanding of the international business environment and evaluate the agenda facing managers operating in international business contexts. Also listed as MBAB 641.

Prerequisite: MBAA 605

MBAG 642 International Law

A comparative and international survey of common law subjects such as contracts, agency, corporations, etc. with their counterparts in civil law.

Prerequisite: MBAA 601

MBAG 643 Cultural Perspectives of International Management

The economy is now global. The manager, therefore, must become familiar with global cultures. This course is designed to provide a framework of analysis of all cultures, combined with specific studies of our major trading partners. Also listed as MBAB 643.

Prerequisite: MBAA 605

MBAG 647 International Marketing Management

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

Prerequisite: MBAA 606

MBAG 648 International Finance

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

Prerequisite: MBAA608

MBAG 649 International Dimensions of Economic Strategy

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

Prerequisites: MBAA 604

■ REGIONAL COURSES

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

Prerequisites: MBAA 601, 604, 605 and 606

MBAG 681 Regional Studies: South and Southeast Asia

MBAG 682 Regional Studies: East Asia

MBAG 683 Regional Studies: Europe

MBAG 684 Regional Studies: Latin America

MBAG 685 Regional Studies: Eastern Europe

MBAG 686 Regional Studies: Developing Nations

MBAG 687 Regional Studies: Underdeveloped Nations

■ PRACTICUM COURSES

Practicum courses provide students with specific information about the operational aspects of the international marketplace. Their major thrust is the study of practice rather than functional principle.

MBAG 675 International Trade: Practices, Policies and Career Opportunities
Course provides practical experience in international business. Subjects covered include utilizing international exhibitions, various aspects of consulting, and the operation of export management companies. Field trips include visits to a major international trade exhibition (INTERNEPCON) and company visits as appropriate.

MBAG 677 International Negotiation
This course will consider the practice of international negotiation in a diversity of cultural environments. The course will draw on the fields of marketing, the behavioral sciences, and ethics to analyze and discuss the international dimensions of negotiating cross-culturally. Also listed as MBAB 677 and MBAC 677.
Prerequisites: MBAA601, 604, 605, 606, 608

MBAG 678 Countertrade
This course includes an examination of countertrade, joint ventures and offset agreements which enhance a company's ability to do international business.

MBAG 679 Marketing and Public Policy
This course examines the impact of the public sector on the global marketplace. Included is an historical perspective on the public sector and how it relates to today's public policies and practices. Comparisons of public sector approaches to the marketplace will be made. Specific issues examined are privatization, deregulation, protectionism and the emergence and governance of economic blocs like the European Union and NAFTA. Throughout the course, the focus will be on how all of this affects the direction, scope and practice of marketing. Also listed as MBAC 679.
Prerequisite: MBAA606

■ SPECIAL COURSES

MBAG 698 Special Studies
Prerequisite: as designated by the MBA Office.

MBAG 699 Independent Studies
1-3 sem. hrs. Prerequisite: One MBAG class or as designated by the MBA Office.

MBAH: Entrepreneurial Organizations

Courses in this Area of Emphasis are designed to give the student an in-depth understanding and appreciation of new venture operations including entrepreneurial ventures in small business, entrepreneurial ventures of large business and project management systems of matrixed organizations. The student is oriented in the mechanics of starting new ventures, both from the small enterprise perspective and from the viewpoint of the larger enterprise. This area of emphasis provides the student with many practical concepts within a sound empirically-based theoretical framework on how to create a new product and bring it to market. The courses are designed to foster the entrepreneurial spirit and keep it alive and to show the student how to optimize entrepreneurial results while holding risk at an acceptable level.

MBAH 611 Entrepreneurship
Sources of entrepreneurs and entrepreneurial opportunities are explored. Steps in starting a new venture, preparation of a business plan for this venture.
Prerequisites: MBAA605, 606, 608

MBAH 613 Performance Management
Key principles, methods and techniques are presented for enhancing employee productivity through performance problem analysis, work design, coaching, training and skill development, performance appraisal system design and implementation, employee correction and discipline, interpersonal communication skills, team development and management, empowerment, and other formal and informal performance management systems. Includes Human Resource performance management issues and methods appropriate for the small and medium-sized enterprise. Critical legal aspects of performance management are also covered. Also listed as MBAB 613 and MBAE 613.
Prerequisites: MBAA 605

MBAH 614	Intrapreneurship and New Venture Practices A study of practices and techniques used to stimulate and foster the entrepreneurial spirit within large corporations by establishing new ventures under the auspices of the parent corporation. Prerequisites: MBAA605, 606, 608
MBAH 615	Program Management The use of basic management concepts in the operational management of projects and programs that operate within the framework of larger firms by utilizing matrix structures and systems approaches. Also listed as MBAB 615. Prerequisite: MBAA 605
MBAH 616	Creativity and Innovation Management A study of models and methods of creativity and creativity management through which the creative process can be encouraged and increased for enhanced organizational effectiveness through sound management techniques. Also listed as MBAB 616. Prerequisite: MBAA 605
MBAH 617	Small Business Management and Law This course focuses on the structure of law as it applies generally to syndications, franchises and business opportunities; legal representation benefits to business opportunities; insurance and risk management, worker's compensation, health benefits; legal analytical skills to achieve business goals; and, the interface of business opportunities, government and regulatory agencies, wage and hour laws, architectural requirements, E.E.O.C. and disability compliance rules. Prerequisites: MBAA601, 605
MBAH 621	Legal and Tax Considerations for New Venture Managers Effects of taxation on business organization; capital structure policies and operation. Emphasizes those aspects of taxation that should be considered by the entrepreneur and small business managers. Analysis of selected aspects of small business, tort and regulatory law, and the American legal structure. Fundamentals and strategy of contract law include the nature of contracts, franchises, forms of business organization, taxes, and regulation. Prerequisites: One MBAH Level 2 course plus MBAA601 and 608.
MBAH 624	Mergers and Acquisitions Acapstone 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. Prerequisites: MBAA608 and MBAF 611, 612 or 614
MBAH 625	Real Estate Investments and Entrepreneurship An entrepreneurial approach to real estate investment built around financial modeling, market area supply and demand analysis, risk analysis, mortgage alternatives, and taxation impacts. Merits of real property investment options and strategies are presented in a "real world" context. Also listed as MBAF 625. Prerequisites: MBAA608 and MBAF 611, 612 or 614
MBAH 658	New Venture Simulation and Applications This course will comprise orientation to simulation, data bases, and other popular information science techniques and will provide the student with hypothetical situations to gain skill in the application of these techniques to new venture opportunity evaluations. Prerequisites: MBAA607, 608 and one Level 2 MBAH course
MBAH 698	Special Studies Prerequisite: as designated by the MBA Office.
MBAH 699	Independent Studies 1-3 sem. hrs. Prerequisite: MBAH 613, 614, 615 or 616 or as designated by the MBA Office.

MBAI: Integrative Experience Courses

The Integrative Experience provides a unique final capstone to the MBA Program. Three available options enable the student to provide focus for the knowledge gained in earlier courses.

Integrative Experience courses are designed as capstone courses to culminate the student's graduate studies. Students should select and anticipate the scheduling of the course(s) that will provide the best possible conclusion to the MBA curriculum. Integrative courses should be taken toward the end of the Advanced Curriculum. The intent of the Integrative Experience is to focus the student's previous business training on a single conclusion. Through this opportunity, the student experiences the interrelationships and interactions that exist between all the functional areas of the modern business firm. Integrative Experience courses are both comprehensive and demanding of the student's time and effort.

MBAI 610 Management Strategy

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

Prerequisites: MBAA601 – 609

MBAI 688 CMS Preparation – Fall

This noncredit class is required for CMS activities and mandatory for those planning to participate in the CMS class departing in May. Students will register for this class as they would for any Fall Semester course. No tuition is paid at the time of registration, but rather a CMS travel deposit of \$700 is required. The class will meet one Saturday per month. The schedule will be posted outside the MBA Office.

MBAI 689 CMS Preparation – Spring

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

Prerequisite: MBAI 688

MBAI 690 International Regional Strategies: Cultural and Industrial

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

Prerequisite: Completion of the core plus MBAI 688 and 689

MBAI 691 Comparative Management Systems (CMS)

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

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

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

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

Prerequisite: MBAI 690

MBAI 692 Integrative Project

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

Prerequisite: MBAI 610 or 690

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

MBAJ 611 Modern Corporate Reporting

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

Prerequisite: MBAA 602

MBAJ 613 Profit Planning and Managerial Decisions

This course serves as an introduction to the decision framework and structure in profit-oriented businesses, cost structure pricing models and budgeting. Other topics relate to firms' profitability measures such as cost assignment, performance appraisal, cost center control and long-term investments.

Prerequisite: MBAA 602

MBAJ 615 Tax Planning for Management Decisions

An analysis of the basic elements of federal income taxation of corporations, partnerships, S corporations, and sole proprietorships, with an emphasis on tax planning for business decisions. Also listed as MBAF 615.

Prerequisite: MBAA602, 608

MBAJ 638 International Accounting

This course focuses on issues important to those involved with accounting and financial control in international business. Topics include international accounting standards and harmonization, financial reporting practices among industrial nations, accounting for foreign exchange translation and inflation, and the special problem of financial planning and control in multinational enterprises. Also listed as MBAG 638.

Prerequisite: MBAA 602

MBAJ 698 Special Studies

Prerequisite: as designated by the MBA Office.

MBAJ 699 Independent Studies

1 - 3 sem. hrs. Prerequisite: An MBAJ course or as designated by the MBA Office.

College of Communication & Fine Arts

Office Location: Burns 250
Telephone: (310) 338-7430

Thomas Kelly, M.A., Dean
Suzanne Frentz, Ph.D., Associate Dean

■ INTRODUCTION

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

Master of Fine Arts in Film, Television & Screenwriting

School of Film and Television

Graduate Director: Richard P. Hadley, Jr., Ph.D.
Office Location: Gracian 13
Telephone: (310) 338-2779

FULL-TIME FACULTY

Professors:

Thomas Kelly, M.A., Catholic University
John Stewart, M.F.A., California, Los Angeles
Donald Zirpola, M.F.A., Southern California

Associate Professors:

Susan Torrey-Barber, Ph.D., Southern California
Marilyn Beker, M.A., Concordia
Patrick Connolly, S.J., Ph.D., Southern California
Richard P. Hadley, Jr., Graduate Director, Ph.D.,
Southern California
Howard Lavick, M.F.A., Southern California, Chair
Mladen Milicevic, D.M.A., Miami
Art Nomura, M.F.A., California, Los Angeles
John Weaver, M.F.A., California, Los Angeles

Assistant Professors:

Erika Surat Andersen, M.F.A., Southern California
Robert P. Burchfield, M.F.A., California, Los Angeles
Daniel Cutrara, S.J., M.F.A., Southern California
Steve Duncan, M.A., Loyola Marymount
Glenn Gebhard, M.F.A., Southern California
Carlos Spivey, M.F.A., California, Los Angeles

Mission Statement

The Master of Fine Arts degree offered by the School of Film and Television at Loyola Marymount University is based on a professional academic program and designed to foster original and creative work in film and television production and writing. The emphasis is on understanding and mastering these media in an atmosphere which allows students to explore and express their ideas with ever increasing technical skill.

The School of Film and Television is committed to a relatively small graduate program. Given the large number of qualified applicants, the review process is necessarily very selective. Graduate study in this program is a full-time, intensive endeavor; only the most motivated and serious students can be considered.

Entering graduate students are required to select ONE of three areas of emphasis:

- Screenwriting
- Television Production
- Film Production

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Admission Requirements

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

There are only a limited number of openings in the graduate School of Film and Television program and applications are reviewed and accepted ONLY for the Fall semester each year.

Applicants must submit ALL materials to the Graduate Division by March 15th. These materials include: application, detailed personal statement, all transcripts, GRE scores, and two letters of recommendation.

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

Program Options

There are two areas of specialization within the graduate School of Film and Television program at Loyola Marymount University: Screenwriting for film and television, and Production for film or television. These areas of emphasis come to fruition in the graduate thesis project which may be either a screenplay or a TV series presentation or a film/video production. Each of these projects takes a minimum of one year to complete, usually spanning the final year of graduate work. They comprise 6 units of graduate credit required for the Master of Fine Arts degree. Students do not have the option of the traditional Master's research thesis.

Undergraduate Prerequisites

If a student's undergraduate course work does not clearly demonstrate a specific background in production courses, s/he will be required to take a specified number of undergraduate prerequisites. Prerequisite requirements may be waived by petitioning the Graduate Director and submitting work for approval. Graduate students are on a provisional status until their undergraduate prerequisites are successfully completed.

The Screenwriting Emphasis

Writing for film and television has been a traditional focus in the School of Film and Television. Progressing from the core courses, the writing student must complete a final thesis project which may be either a feature length screenplay or a series presentation for television (which includes the basic concept, character studies, short story lines for thirteen episodes, and the pilot script). Before undertaking the Thesis Project (Writing/COMM 690-691) the student must come before the Thesis Committee to advance to candidacy based upon the work completed towards this goal. Once advanced to candidacy, the student must take COMM 690 (with the instructor of record) and COMM 691 (with the instructor of record) until the project is completed and signed off by the Thesis Committee, Graduate Director and Chair of the School in order to successfully complete the requirements for the M.F.A. degree. The Thesis Committee form adopted by the department must be obtained from the Graduate Director and signed by all committee members in order for the student to be advanced to candidacy.

42 total graduate units are required for the M.F.A. in Screenwriting.

■ Screenwriting Undergraduate Prerequisites

SCWR 220	Beginning Film and Television Writing
FILM 260	Introduction to Film Production
FILM 366	Film Editing
FILM 379	Fundamentals of Directing

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

PLEASE NOTE THAT THESE ARE UNDERGRADUATE COURSES AND DO NOT COUNT TOWARDS THE GRADUATE DEGREE.

■ Graduate Screenwriting Requirements

A. Film History & Theory (12 units)

One of the following: (3 units)

FILM 509 Aesthetics of Mass Media
 FILM 510 Theories of Film Criticism
 TVPD 512 Television Criticism

One of the following: (3 units)

FILM 513 Seminar in American Film
 FILM 514 Seminar in European Film
 FILM 515 Seminar in the Documentary
 TVPD 516 Seminar in Television
 Programming

One of the following: (3 units)

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

Plus: (3 units)

History/Theory Elective

B. Writing Courses (18 units)

All of the following: (12 units)

SCWR 520 Intermediate Screenwriting
 SCWR 521 Writing the Feature (120 pages)
 SCWR 598 Adaptation
 SCWR 629 Writing the One Hour Dramatic Episodic Teleplay

And two of the following: (6 units)

SCWR 625 Comedy Writing
 SCWR 626 Writing the Documentary
 SCWR 698 Special Studies
 600 level elective

C. Film Business Courses (6 units)

FILM 610 Topical Seminar (3 units) or a 600 level elective (3 units)

Plus: (3 units)

FILM 688 Internship (3 units)

D. Thesis (6 units)

The **Screenwriting Thesis Project** requires completion of 690 and 691, typically completed during the last two semesters in residence.

SCWR 690 Graduate Thesis
 SCWR 691 Graduate Thesis

In 691 all revisions must be completed and approved by May to allow time for binding and signatures on forms. Any thesis that does not receive approval by May 1st will carry over to the following semester. All final forms must be signed before the end of the semester if the student is to graduate.

If necessary, registration in SCWR 692 (for three units each semester) will be required in subsequent semesters until the project is completed. The normal sequence of classes is outlined as follows:

	Fall	Spring
	220	520 or 521
First	260	366
Year	History History/Theory	379 598 or 698
	521	629
Second	Theory/History 625 or Writing Elective	Writing Elective History/Theory
Year		
Third	Thesis Internship	Thesis Elective
Year		

The Television Production Emphasis is designed for students with an undergraduate background in television production. Students with deficiencies in their production background must complete all undergraduate prerequisites listed for television.

Progressing from the graduate core courses, the television production students must complete a final thesis project which will be a major production in television. It must be stressed that these graduate thesis projects involve an academic rigor beyond the ordinary student video class. Students must also bear the cost of magnetic tape for their projects.

The Television Production Emphasis requires a full-time commitment. Many required courses are offered only during the day, and the demands of production are such that large blocks of time are often needed. Crewing on the productions of classmates also necessitates the flexibility inherent with a total involvement in the Department.

Prior to registration for the Thesis Project (TVPD 640), the student must come before the Thesis Committee to advance to candidacy based upon the work completed towards this goal. Once advanced to candidacy, the student must take TVPD 640 (with the instructor of record) and TVPD 670 (with the instructor of record) until the project is completed and signed off by the Thesis Committee, Graduate Director and Chair of the School in order to successfully complete the requirements for the M.F.A. degree. The Thesis Committee form adopted by the School must be obtained from the Graduate Director and signed by all committee members in order for the student to be advanced to candidacy.

42 total graduate units are required for the M.F.A. in Television Production.

■ Television Undergraduate Prerequisites

SCWR 220 Beginning Film and Television Writing
FILM 241 Television Production Techniques
FILM 260 Introduction to Film Production
TVPD 346 Video Editing
FILM 379 Fundamentals of Directing

and ONE from:

TVPD 341 Intermediate Television Production
TVPD 344 Remote Television Production

Failure to maintain a "B" in prerequisites will lead to disqualification from the program. The student may petition to repeat (one time only) deficient prerequisite course work. PLEASE NOTE THAT THESE ARE UNDERGRADUATE COURSES AND DO NOT COUNT TOWARDS THE GRADUATE DEGREE.

■ Graduate Television Production Requirements

A. Film History & Theory (9 units)

One of the following: (3 units)

FILM 509 Aesthetics of Mass Media
FILM 510 Theories of Film Criticism
TVPD 512 Television Criticism

One of the following: (3 units)

FILM 513 Seminar in American Film
FILM 514 Seminar in European Film
FILM 515 Seminar on the Documentary
TVPD 516 Seminar in Television Programming

And one of the following: (3 units)

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

B. Screenwriting (6 units)**One of the following: (3 units)**

- SCWR 520 Intermediate Screenwriting
 SCWR 625 Comedy Writing
 SCWR 629 Writing the One Hour Dramatic
 Episodic Teleplay

And one of the following: (3 units)

- SCWR 620 Writing the Thesis Project (Narrative)
 SCWR 626 Writing the Thesis Project (Documentary)

C. Production (6 units)

- TVPD 540 Advanced Television Production
 FILM 600 Sound

D. Film Process Seminars (6 units)

- FILM 668 Seminar/Contemporary Production
 Problems
 FILM 680 Seminar in Directing

E. Advanced Television Techniques (9 units)**Choose three of the following:**

- SCWR 521 Advanced Feature Writing
 FILM 667 Advanced Audio Post Production
 FILM 610 Communication Topical Seminar
 FILM 666 Advanced Editing
 FILM 669 Advanced Electronic Cinematography
 FILM 688 Internship
 600 level elective

F. Thesis Project (6 units)

The Television Production Thesis Project requires completion of two courses which divide the project into a post-production phase. (minimum 6 units)

- TVPD 640 Thesis Project: Television
 TVPD 670 Thesis: Post-Production

The student must supply the School with sweetened 3/4 inch copy of thesis with titles for approval before graduation. All Thesis productions are required to have a full card that reads:

**This production was done in partial fulfillment of degree requirements at
 LOYOLA MARYMOUNT UNIVERSITY**

If necessary, registration in TVPD 672 (3 units each semester) will be required in subsequent semesters until the project is completed.

The normal sequence of classes is as follows:

	Fall	Spring
	220	341 or 344 (346 prerequisite)
First	260	379
Year	241 or 341	600 Sound Seminar
	346 History (516)	520 or 629
	540	620 or 626
Second	680	Television Technique (666)
Year	668 History/Criticism	History/Criticism
Third	Thesis	Thesis
Year	Internship	Elective

The Film Production Emphasis is designed for students with an undergraduate background in film production. Students with deficiencies in their production background must complete all undergraduate prerequisites listed for film production.

Progressing from the graduate core courses, the film production students must complete a final thesis project which will be a major production in film. It must be stressed that these graduate thesis projects involve an academic rigor beyond the ordinary student film class. Students must also bear the cost of raw stock and processing for their film projects.

The Film Production Emphasis requires a full-time commitment. Many required courses are offered only during the day, and the demands of production are such that large blocks of time are often needed. Crewing on the productions of classmates also necessitates the flexibility inherent with a total involvement in the Department.

Prior to registration for the Thesis Project (FILM 660), the student must come before the Thesis Committee to advance to candidacy based upon the work completed towards this goal. Once advanced to candidacy, the student must take FILM 660 (with the instructor of record) and FILM 670 (with the instructor of record) until the project is completed and signed off by the Graduate Director and Chair of the School in order to successfully complete the requirements for the M.F.A. degree. The Thesis Committee form adopted by the School must be obtained from the Graduate Director and signed by all committee members in order for the student to be advanced to candidacy.

42 total graduate units are required for the M.F.A. in Film Production.

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■ Film Production Undergraduate Prerequisites

- SCWR 220 Beginning Film and Television Writing
- FILM 360 Intermediate Film Production
- FILM 365 Cinematography
- FILM 366 Film Editing (with Production Sound)
- FILM 379 Fundamentals of Directing

Failure to maintain a "B" in prerequisites will lead to disqualification from the program. The student may petition to repeat (one time only) deficient prerequisite course work. PLEASE NOTE THAT THESE ARE UNDERGRADUATE COURSES AND DO NOT COUNT TOWARDS THE GRADUATE DEGREE.

■ Graduate Film Production Requirements

A. Film History & Theory (9 units)

One of the following: (3 units)

- FILM 509 Aesthetics of Mass Media
- FILM 510 Theories of Film Criticism
- TVPD 512 Television Criticism

One of the following: (3 units)

- FILM 513 Seminar in American Film
- FILM 514 Seminar in European Film
- FILM 515 Seminar on the Documentary
- TVPD 516 Seminar in Television Programming

And one of the following: (3 units)

- FILM 611 Seminar in Film Genres
- FILM 612 Seminar in Film Authors
- FILM 613 Seminar in National Film
- TVPD 614 Seminar in Television & Video

B. Screenwriting (6 units)

One of the following: (3 units)

- SCWR 520 Intermediate Screenwriting
- SCWR 625 Comedy Writing
- SCWR 629 Writing the One Hour Dramatic Episodic Teleplay

And one of the following: (3 units)

- SCWR 620 Writing the Thesis Project (Narrative)
- SCWR 626 Writing the Thesis Project (Documentary)

C. Production (6 units)

- FILM 560 Advanced Film Production
- FILM 570 Post Production (560 Project)
- FILM 667 Seminar in Post Production Sound

D. Film Process Seminars (6 units)

- FILM 668 Seminar/Contemporary Production Problems

E. Advanced Film Technique Seminars (9 units)

Choose three of the following:

- SCWR 521 Writing the Feature
 FILM 610 Topical Seminar
 FILM 666 Advanced Editing
 FILM 669 Advanced Cinematography
 FILM 688 Internship
 600 level elective

F. Thesis Project (6 units)

The Film Production Thesis Project requires completion of two courses which divide the project into a production and post-production phase.

- FILM 660 Thesis Project: Film (3 units)
 FILM 670 Thesis: Post-Production (3 units)

Student must supply composite print of approved thesis to the School before the end of the semester in which he/she is to graduate. All Thesis productions are required to have a full card that reads:

**This production was done in partial fulfillment of degree requirements at
 LOYOLA MARYMOUNT UNIVERSITY**

If necessary, additional registration in FILM 671 (for 3 units each semester) will be required in subsequent semesters until the project is completed. The normal sequence of classes is outlined below:

	Fall	Spring
	220	360
First Year	365	667 Post Prod. Sound
	366	History/Theory
	379 History	520 or 668
Second Year	560	620 or 626
	History or Adv. Elective (669) 668 or 520	570 History or Adv. Elective (666)
Third Year	660 Thesis (3 units)	670 Thesis-Post
	History or Adv. Elective	Advanced Elective (610)

Course Descriptions

All courses are 3 semester hours unless otherwise noted.

FILM 509 Aesthetics of Mass Media
 The philosophical bases of media criticism and evaluation.
 Prerequisite: Senior or graduate standing.
 Lab fee.

FILM 510 Theories of Film Criticism
 An examination of representative philosophies of film drawn from the writings of outstanding critics and informed viewings of selected films.
 Prerequisite: Senior or graduate standing.

TVPD 512 Television Criticism
 The roles of television as a popular art is explored through developing critical frameworks for analyzing such genres of television programming as drama, situation comedy, news talk shows, sports, children's shows, daytime serials, etc.
 Prerequisite: Senior or graduate standing.
 Lab fee.

FILM 513	Seminar in American Film Advanced studies in American film and filmmakers. Screenings, lectures and discussions. Lab fee.
FILM 514	Seminar in European Film Advanced studies of European filmmakers' film styles. Screenings, lectures and discussions. Lab fee.
FILM 515	Seminar on the Documentary Advanced critical and analytical study of the evolution of documentary film/videos. Screenings, lectures and discussion. Lab fee.
TVPD 516	Seminar in Television Programming Advanced critical and analytical study of broadcast programming in the United States and abroad. Screenings, lectures and discussions. Prerequisite: Senior or graduate standing. Lab fee.
SCWR 520	Intermediate Screenwriting Practical experience writing scripts with emphasis on structure and character analysis.
SCWR 521	Advanced Screenwriting Practical experience re-writing and finishing the Feature Screenplay. Prerequisite: SCWR 520.
FILM 530	Communication Law A case study of significant legal cases and Federal law affecting and regulating broadcasting and various mass media. Prerequisite: Senior or graduate standing.
TVDP 540	Advanced Television Production Further practical experience in television production with individual responsibility of a major project and team experience on studio or location projects. Note: Insurance is required for location use of video equipment. Prerequisites: TVPD 341 or 344, and approval of project by the instructor prior to registration.
FILM 560	Advanced Film Production Further practical experience in motion picture production on a paraprofessional level including the producing, directing and editing of a 16mm sync sound film (15 minutes). Note: Insurance is required for location use of such sound equipment. Prerequisites: FILM 360 and approval of project by the instructor prior to registration.
FILM 598 SCWR 598 TVPD 598	Special Studies Contact School Chair for details.
FILM 599 SCWR 599 TVPD 599	Independent Studies Further studies in communication research. Contact School Chair for details.
FILM 600	Seminar in Sound Seminar on the Post-Production Process.

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SCWR 602	<p>Seminar in Critical Writing in the Arts An intensive investigation of the aims of the contemporary cinema through screenings and encounters with working filmmakers, joined with practical experience in the composition of professional level film criticism. Prerequisites: FILM 509, 510, or TVPD 512</p>
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FILM 610	<p>Communication Arts Topical Seminar Seminar in current issues in cinema and television; focus changes per offering.</p>
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FILM 611	<p>Seminar in Film Genre Advanced study in film genre. Screenings, films and lectures. Lab fee.</p>
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FILM 612	<p>Seminar in Film Authors Advanced study of films of a specific filmmaker. Screenings, lectures and discussions. Lab fee.</p>
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FILM 613	<p>Seminar in National Film Advanced study of the films of a specific nationality. Screenings, lectures and discussions. Lab fee.</p>
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TVPD 614	<p>Seminar in Television and Video Topical seminar focusing on critical analysis of topical media genres. Screenings, lectures and discussions. Lab fee.</p>
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SCWR 620	<p>Writing the Narrative Thesis for Production Writing the thesis (narrative) project and preparing the script for production. Prerequisite: SCWR 520, 625 or 629.</p>
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SCWR 625	<p>Comedy Writing Practical experience in creating and writing a comedy TV series with pilot script for an episodic television series.</p>
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SCWR 626	<p>Writing the Documentary for Production Writing the thesis (Documentary) project and preparing the script for production. Prerequisite: SCWR 320, 520 or 629.</p>
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SCWR 629	<p>Writing the One Hour Dramatic Episodic Teleplay Practical script writing for advanced writers.</p>
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TVPD 640	<p>Thesis Project: Television Pre-production and production of a major project on video tape (30 minute limit). Prerequisites: Advancement to candidacy; consent of Graduate Committee; SCWR 620 or 626</p>
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FILM 660	<p>Thesis Project: Film Pre-production and production of a major project in 16mm sync. sound (30 minute limit). Prerequisites: Advancement to candidacy; consent of Graduate Committee; SCWR 620 or 626</p>
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FILM 666	<p>Seminar in Advanced Editing Further studies in the techniques of editing for film and/or television. Prerequisite: FILM 346 or 366</p>
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FILM 667	Seminar in Post-Production Sound Further studies in sound and practical experience in post-production.	<i>Master of Fine Arts in Film, Television and Screenwriting</i>
FILM 668	Seminar/Contemporary Production Problems Further studies in production planning for film/television.	
FILM 669	Seminar in Cinematography Further studies in the techniques of camera and lighting for film and video. Prerequisites: FILM 345 or 365	
FILM 670 TVPD 670	Thesis: Post Production Lectures and individualized direction on the proper techniques required to enhance a film or television project to the finished level. Additional registration required until project is completed. Prerequisites: TVPD 640 or FILM 660	
FILM 671 TVPD 671	Registration is required until Thesis Project is completed Prerequisites: FILM or TVPD 670	
FILM 680	Seminar in Directing Directorial analysis of and practical experience in the special problems of directing actors for the camera. Can emphasize film, TV or the different problems involved in each medium. Prerequisite: FILM 379	
FILM 688	Media Practicum I Internship in some phase of film, television, or communications industry. Prerequisite: Completion of 18 hrs. of graduate courses.	
FILM 689	Media Practicum II A second internship in the communications industry.	
SCWR 690	Thesis Project: Writing Lectures and individual story conferences leading to a point outline, treatment, and finished first draft for a feature length screenplay or television equivalent. Prerequisites: Advancement to candidacy; consent of Graduate Committee.	
SCWR 691	Thesis Project Writing Individually directed rewrites and polishes through final draft. Additional registration required each semester until project is completed.	
SCWR 692	Registration is required until Thesis Project is completed Prerequisite: SCWR 691	
FILM 698 SCWR 698 TVPD 698	Special Studies Contact School Chair for details.	
FILM 699 SCWR 699 TVPD 699	Special Studies Contact School Chair for details.	

Master of Arts & Credential Programs in

- *Teacher Education*
- *Human Services*
- *Specialized Programs*

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Web Site: www.lmu.edu/acad/gd/ed/

■ INTRODUCTION

The School of Education offers graduate programs in the following areas of study: Elementary and Secondary Teaching, Special Education, Administration, School Counseling, Educational/School Psychology, Child & Adolescent Literacy, Bilingual/Bicultural Education, Teaching English as a Second Language/Multicultural Education, and General Education. In the pages that follow, credential, certificate, and degree programs are described.

The high quality of the education program is confirmed through its accreditation by the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education.

FACULTY

Professors:

Paul A. De Sena, Ed.D.,
 Pennsylvania State
 Victoria L. Graf, Ph.D.,
 California, Riverside
 Scott W. Kester, Ph.D., Oklahoma
 Albert P. Koppes, O.Carm., Ph.D.,
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Assistant Professors:

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 Shane P. Martin, Ph.D.,
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Visiting Assistant Professor:

Greg Knotts, M.A.

Adjunct Professors:

Rita Esquivel, Ed.D., (Hon.)
 Andrea Natker French, Ed.D.
 Sharon Watt, J.D.
 Marilyn Whirry, Ph.D.

Clinical Faculty:

Kimberly Haag, B.A.

Lecturers:

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 Jacob Bertucci, M.A.
 Laurie Beyer, M.A.
 Eleanor Black, Ed.D.
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 Christine Cain, M.A.
 Lee Canter, M.S.W.
 Grace Carpenter, M.A.
 Virginia Carrizo, M.A.
 Jerome Carter, M.A.
 Brandt Chamberlain, M.A.
 Kathy Clemmer, MAT
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 Victoria Dendinger, Ph.D.
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 Robert Elliott, Ph.D.
 Kathleen Franceschini, Ph.D.
 Annette Franco, M.A.
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 Stephanie Graham, M.A.
 Thomas R. Granoff, Ph.D.
 Kathryn Hadlock-Piltz, M.A.
 Lori Heller, M.A.
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 Lu Hishmeh, Ed.D.
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 Teresa Holden-Ilgunas, Ed.M.

Linda Holt, B.S.
 Ester Hugo, M.A.
 JoAnn Isken, M.Ed.
 Kelly King, M.A.
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 Jesse Leyva, M.A.
 Rich Lieberman, M.A.
 Diana Limon, M.A.
 Kristin Linden, Ph.D.
 Kristin McCambridge, M.Ed.
 Amy McKenna, M.A.
 Ronit Molko, Ph.D.
 Therese Nugent, M.A.
 Philip Pannell, Ph.D.
 Judith Pollick, M.A.
 Jerome Porath, Ph.D.
 Mary Ring, M.A.
 Shirley Roberts, M.S.
 Mark Ryan, Ph.D.
 Meg Sanchez, M.A.
 Neil Schmidt, Ph.D.
 Larry Silvers, M.A.
 Laura Silverstein, Ph.D.
 Michael Smith, Ph.D. (can.)
 Paula Stapleton, M.A.
 Beth Stoddard, Ph.D.
 Judith Sydnor-Gordon, M.A.
 Jeannette Van Horn, M.A.
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 Patricia Wedlock, M.S.

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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, 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.

Goal Statement

The faculty, staff and students of the School of Education work collaboratively in a student-centered environment to be professionals who act to:

- *Value and respect all individuals*
We believe in the worth of each individual. We affirm the inherent dignity and value of each person as a child of God. Therefore, we believe that all individuals have the potential to be successful learners with unique characteristics and experiences that bring a positive value and meaning to the learning experience.
- *Promote cultural responsiveness and social justice*
We recognize diversity as a strength and we commit ourselves personally and professionally to serve diverse and marginalized populations and to work for the establishment of a just and equitable society. As one expression of this commitment, we utilize sociocultural and constructivist perspectives in teaching and learning. We value these perspectives because they incorporate active participation in learning, meaningful and authentic instruction and assessment, and emphasize students' cultural and linguistic background experiences.
- *Integrate theory and practice*
We strive to unite theory and practice so that sound scholarship informs our actions. We are a community of reflective practitioners, guided by critical inquiry and social responsibility.
- *Develop moral, intellectual and responsible leaders*
We expect educators to reflect high standards of ethics and values. We seek to be, and to form others to be men and women who have the intellectual skills to critically evaluate educational issues and who have the moral conviction to respond as agents of change.
- *Collaborate and share leadership across communities*
We believe in the necessity of working collaboratively with the schools and districts, students and parents, of the communities we serve to successfully educate all learners. We recognize, support and promote the gifts and talents of community members and encourage their participation in decision-making processes.

Degree Program Regulations

School of Education Admissions Policy

Applicants are encouraged to meet regularly with their Program Coordinator and/or Assistant Coordinator for advice and assistance in meeting the admission requirements and registering for classes. Categories of Admission Status for the Credential and Master's Degree programs within the School of Education are designated as follows:

Controlled Admission

To be eligible for controlled admission, applicants must file an application for Graduate Studies with the Graduate Admissions Office, including the Letter of Intent, and submit two official copies of all prior university and college transcripts, which verify:

- A minimum overall undergraduate GPA of 2.8; OR
 - A minimum undergraduate GPA of 2.85 in the last 60 semester units of coursework taken;
- OR
- A GPA of 3.0 in at least 9 semester units of graduate coursework.

Applicants that do not meet the GPA requirement may petition to have their materials reviewed by an Admissions Exception Committee. (Please see the Exception Policy described at the end of this section.) A maximum of one semester of study, during which **two courses** may be completed, is allowable under controlled admission status. Students must advance to either provisional or formal admission status to continue in the program.

Provisional Admission

To be eligible for provisional admission, applicants must file an Application for Graduate Studies with the Graduate Admissions Office, including the Letter of Intent, and submit two official copies of all prior university and college transcripts which verify minimum GPA requirements as described under controlled admission status. **All required program forms must be submitted. Once all applicable forms are received, interview(s) must be scheduled and completed with the appropriate Program Coordinator(s).** A maximum of twelve semester units or two semesters of

enrollment (whichever is less) may be completed under the combination of controlled and provisional admission status. To continue in a program, applicants must be formally accepted.

Formal Acceptance

To be eligible for formal acceptance, applicants must complete all the requirements for provisional admission as well as all **applicable** admission tests, including GRE, CBEST, Praxis, and/or SSAT (see specific program requirements) and successful completion of **applicable** prerequisite courses. Applicants for credential programs must also complete fingerprinting/certificate of clearance application. Upon completion of all required documentation, the applicant's file will be reviewed by the appropriate Program Coordinator(s) and/or a Program Admission and Acceptance Committee for final determination of acceptance.

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Exception Policy

An applicant who wishes to appeal an admission requirement or decision must submit a written petition to the appropriate Program Coordinator and/or Director of the School of Education. In instances where an applicant's petition is for an exception to the GPA requirement, the Admission Exception Committee, which meets three times a year, will review the petition on a case-by-case basis and will provide a specific recommendation for admission status or denial. Further appeals are addressed by the University Academic Grievances and Appeals procedure listed elsewhere in this bulletin.

Core Courses

All Master's degree students must take three or more of the following core courses. Selection is to be made in consultation with the program advisor.

- EDUC 602 Assessment and Research Methodology
- EDUC 603 Theories in Second Language Acquisition
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 640 Elementary and Secondary School Curriculum
- EDUC 650 Seminar in Literacy, Research, and Practice
- EDUC 606 Applied Linguistics

A student already possessing a Master's degree from Loyola Marymount's School of Education may apply up to three applicable core courses from that degree toward a second Master's degree. The student must successfully complete all other requirements for the second degree.

Comprehensive Assessment

All students completing a Master's degree must successfully pass a Comprehensive Examination or successfully complete a Thesis in their area of concentration.

Comprehensive Examination

Students are required to enroll in and receive credit for EDUC 695 Comprehensive Examination or EDUC 691 to complete the Master's degree. There is no tuition charged for this enrollment. The Master's Comprehensive can be a written and/or oral examination. The various Master's degrees have specific requirements as to what type of Comprehensive Examination is required. Students should consult their program coordinator as to the type of Comprehensive required.

It should be noted that the Comprehensive Examination is not just a quantitative or cumulative extension of the examination content of all required courses. Rather, it examines a candidate's ability to apply acquired knowledge and experiences to a set of practical problems within the candidate's field of specialization.

Thesis Option

Select programs within the School of Education offer a Thesis Option in place of the comprehensive examination. The course requirement section of each program will indicate whether that program has this option available. Students in those programs who are interested in this option must meet the thesis guidelines as specified by their program coordinator. In addition to meeting the thesis criteria and guidelines, students in the Thesis Option must complete EDUC 657 Advanced Research Methods, EDUC 658 Advanced Research Design, and EDUC 659 Master's Thesis I. Continuing course enrollment in EDUC 688 and EDUC 689 Master's Thesis II & III may also be required.

Relationship between the Credential and the Degree:

Some of the Master's degree programs within the School of Education must be combined with state credentials within the same program area. Please consult each individual program for further clarification.

Grading

A number of courses in the School of Education are offered on a Credit/No Credit basis. Certain state-mandated courses must be taken for a grade. Instructors should be consulted for clarification. Students with two "Incompletes" will be automatically blocked from taking additional classes until the Incomplete is removed. Students are required to contact their advisors to remove the block to register for additional classes.

Non-Academic Factors for Disqualification

The School of Education is guided by a conceptual framework in preparing future educators/leaders to work in schools. The faculty strongly believes successful work in schools requires intellectual and academic competence, success in schools through achieving excellence in the teaching/learning process, role modeling, and participating in leadership roles. In light of these beliefs, a student may be disqualified from the School of Education for academic and non-academic factors (other than grades). Please consult with the appropriate program coordinators for specific program guidelines. Once a student is disqualified from a program, she/he is not eligible for any other program of study in the School of Education.

Support for Candidates Development of Academic and Professional Standards

The School of Education (SOE) is committed to the development of the most qualified educator to work in the schools. This commitment is made to the candidates who matriculate at LMU, to the students they will work with, and to the general public we serve. The faculty strives to enhance each candidate's ability to work effectively with students and families, and to be highly sought by schools and school districts.

During the candidates course of study in the SOE, the faculty will provide feedback and support to candidates in both their academic and professional development.

Academic Development: When a candidate is not able to meet the minimum academic expectations in a course, the instructor will conduct one-on-one meeting(s) with the candidate to develop a plan for remediation. This plan may include, but is not limited to, referral to the Program Coordinator, specific tutorials provided by the faculty, support from peers, and a referral to the university's Learning Resource Center. If the candidate is not able to attain the minimum course grade needed for graduation, with permission of the Program Coordinator, the candidate may re-take the course to attain a higher grade.

All candidates are expected to maintain a minimum semester and cumulative GPA of 3.0 during their course of study. Candidates will be placed on academic probation if they fail to meet that minimum GPA. The candidate will be required to meet with the Program Coordinator who will monitor the candidate's work in the next 2 semesters. Two consecutive semesters of academic probation will lead to disqualification from the candidate's program of study and the SOE.

Professional (non-academic) Development: Constitutes behaviors, dispositions, and attitudes¹ that the SOE and Accreditation agencies have determined to be necessary for educators to possess in order to be successful. When a candidate fails to meet appropriate professional expectations in class or in field placements, the instructor will first consult with the Program Coordinator. If after this consultation, both faculty members believe that the situation warrants further action, the Program Coordinator will conduct one-on-one meeting(s) with the candidate to discuss expectations for improvement. This may include, but is not limited to, specific tutorials provided by any member of the faculty, a referral to the university's counseling center, and a referral to the SOE's standing committee on Professional Standards Support (PSS).

¹ Professional and accreditation standards formed the basis for the development of these expectations.

² Specific training will be provided to members of this committee to conduct their task. Members may be recruited through *The Clipboard*, the SOE newsletter.

³ This plan, along with all material related to the process, will be kept in a confidential file with the Program Coordinator. If a student is disqualified, a notation will be made in the student's file.

The PSS committee², to be composed of representatives of the faculty, the current student body, the alumni, and district personnel, will review the concerns identified by the faculty. Together with the candidate, the committee will develop an individualized written remediation plan³, with appropriate timelines (not to exceed one semester), to assist the candidate's development. The Program Coordinator will monitor this plan. If the candidate is not able to demonstrate acceptable progress and appropriate professional (non-academic) development within the set timeline, the candidate will be disqualified from the program of study and from the SOE.

Professional (non-academic) Expectations

The SOE faculty, in reviewing accreditation agency expectations, and keeping in mind professional standards, identified two major types of professional abilities which are essential to working successfully in schools with children, families, and colleagues. They are:

- Ability to demonstrate **Team Work** with peers and others (e.g. flexibility, cooperation, active participation)
- Ability to serve as an effective **Role Model** for youth (e.g. positive attitude, treat others with respect, professional in appearance, able to handle obstacles with tact and strategy, accepts feedback for reflection). At a broader level, candidates should be role models for the profession to the general public. Therefore, the following are attitudes and behaviors that students in the School of Education are expected to demonstrate during their matriculation:

In Learning Situations

- willingness to learn new knowledge
- participates actively during class
- uses new information in practice

In Interactions with Peers, Professors, and Field Supervisors

- ability to work cooperatively with others (e.g. small group work)
- displays acceptance of people from diverse background, in words and action
- demonstrates appropriate dress/appearance
- manages conflict and stress without aggression or confrontations

In Evaluative Situations (in course work and during supervision)

- accepts feedback in non-defensive manner
- willing to engage in self-reflection
- demonstrates new skills after feedback

Degree Clearance

Degrees are formally awarded at the end of the Spring term, Fall term, and Summer term. **A formal application for Master's degree clearance must be submitted to the Registrar's Office. The Master's degree will not be posted to the candidate's transcript if the application for degree clearance is not submitted.** The deadlines to apply for degree clearance each semester are listed in the University calendar located in the current Schedule of Classes.

Regulations for Graduation

1. All requirements for the degree must be met prior to the degree date.
2. The date of the degree posted on the student's transcript and diploma is the one by which all graduation requirements, including application for degree clearance, are completed.

Failure to comply with these regulations will preclude the granting of the Master's degree. Those who have filed for degree clearance and do not complete the requirements before the projected date of completion for which they filed are required to **refile** in a later semester. A graduate commencement ceremony is held at the end of the spring term for those candidates who wish to participate. Please consult the Registrar's Office for attendance procedures.

Credential Clearance

An application for credential, along with state mandated fees, must be submitted to the School of Education at the completion of the candidate's program requirements. If the credential requires a Master's degree, a candidate must additionally follow the procedures for degree clearance listed above. Final transcripts from Loyola Marymount University must be submitted to the School of Education which reflect completion of all program requirements. For further information, please make contact with the Credential Specialist in the School of Education.

Completion of coursework does not guarantee the recommendation for a credential. Additionally, competencies to be met in the fieldwork component must be successfully completed.

School of Education Awards

Each year, the School of Education selects a Graduate of the Year from each division. The recipient must be a graduating student within a credential program. The candidates for these awards are nominated and voted upon by the faculty of that division, in recognition of the graduate's academic, personal, and professional qualities that best exemplify the mission and goals of the SOE.

Teacher Education

Introduction

The teacher education programs at Loyola Marymount University have always been constructed with the over-riding principle of teacher preparation: quality. Each candidate, each credentialed teacher, becomes both artist and scientist. Loyola Marymount credentialed elementary and secondary teachers enjoy a reputation both in public and private schools unparalleled within and outside the University.

Loyola Marymount teacher training programs require a Crosscultural, Language and Academic Development (CLAD) or a Bilingual Crosscultural, Language and Academic Development (BCLAD) credential (Spanish emphasis) for all candidates. Our second principle, commitment to preparing educators for cultural diversity, adds an emphasis addressing the need for instruction in working with culturally and linguistically diverse youth.

In line with all candidates acquiring a CLAD or BCLAD credential, experience in multicultural/multilingual classrooms is required as part of the program. Loyola Marymount University is fortunate to be located in Los Angeles where many diverse cultures are represented. A close cooperation exists between local school districts and the University.

The training of highly qualified teachers is a high priority of Loyola Marymount's School of Education. Additionally, being part of a Jesuit and Marymount institution holds the program to special standards, for the cornerstone of Jesuit and Marymount educational theory places the highest importance on the education of youth.

■ The Multiple Subject Credential (Elementary Teaching)

Coordinator: Irene Oliver, Ed.D.

Assistant Coordinator: Candace Poindexter, Ed.D.

Bilingual Coordinator: Magaly Lavadenz, Ph.D.

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Introduction

The Multiple Subject Credential Program is designed for graduate students who are currently teaching or seeking teaching positions in grades K-5, or in self contained classrooms in grades 6-8. The program leads towards the Preliminary Teaching Credential granted by the State of California Commission on Teacher Credentialing. Students then have five years in which to complete some additional requirements leading to the State of California Professional Clear Teaching Credential.

The School of Education Teacher Education Division offers the Crosscultural, Language and Academic Development Credential (CLAD) in multiple subject (elementary) teaching for all candidates. The Bilingual Crosscultural, Language, and Academic Development Credential (BCLAD) in the Spanish language is also available for qualified candidates. Coursework for the Education Specialist Teacher Credential: Mild/Moderate Disabilities (special education) is also available. Students interested in pursuing a combined master's degree/credential program submit a separate application for the master's degree during the semester they complete the initial 12 prerequisite units in the credential program. The master's degree program has additional admission requirements. (See admissions requirements section for combined master's degree/credential program).

Informational orientation meetings for teacher education programs are held monthly at the University in the evening. Attendance at one of these meetings is required to obtain appropriate forms, instructions, and further information. The orientations are free and last approximately one hour. Further assistance in filing paperwork may also be obtained from the School of Education Office.

Admission Requirements

Acceptance into the graduate CLAD or BCLAD elementary teaching credential program is reviewed by the Teacher Admission and Advisory Committee (TAAC) after completion and submission of the following items to the School of Education (unless otherwise noted). TAAC meetings are held two to three times each calendar year. Files of applicants must be completed at least two weeks prior to TAAC meetings. **It is the student's responsibility to ensure that all items have been received.**

- 1) Graduate Division application form, including letter of intent, submitted directly to the Graduate Admissions Office.
 - 2) Elementary teaching program application. This application is obtainable at any one of the teacher education orientation meetings.
 - 3) Two official copies of transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office. **A Bachelor's Degree and a cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.**
 - 4) Complete four prerequisite courses (12 sem. hrs.) with a grade of "B" or better (EDUC 500, 501, 603, and either 608 or 621*). These courses must be completed prior to review for formal admission by the TAAC Committee. (EDUC 603 is a prerequisite for EDUC 608 and *EDUC 621 is open to full-time teachers only).
 - 5) California Basic Educational Skills Test (CBEST) score report and card. The CBEST must be passed prior to review for formal admission by the TAAC Committee.
 - 6) Praxis Multiple Subject Assessment for Teachers (MSAT) scores for those students who did not major in Liberal Studies. This examination must be passed prior to review for formal admission by the TAAC Committee.
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- 7) Verification of at least 60 hours experience with culturally and linguistically diverse youth groups between the ages of 4-13. Full-time public school teachers may meet this requirement through their regular teaching assignment if approved by the coordinator.
- 8) Three teacher education program recommendation forms. If teaching, one must be from the student's principal. These recommendation forms are obtainable at any one of the teacher education orientation meetings.
- 9) Copy of current contract of school employment.
- 10) Fingerprint Clearance. An application for fingerprint clearance must be submitted to the School of Education as part of the application process. (Additional fee required.)
- 11) Results of Tuberculin Skin Test given within the last year.
- 12) Interview with Coordinator or Assistant Coordinator of Elementary Education Program (CLAD only).
- 13) Interview Bilingual Coordinator (BCLAD only).
- 14) After steps 1-13 above have been **completed**, the candidate's file will be submitted to the Teacher Admission and Advisory Committee (TAAC) for review. TAAC meetings are held two to three times each calendar year. Dates are available from the office secretary. Files of applicants must be completed at least two weeks prior to TAAC meetings. **It is the student's responsibility to ensure that all items have been received.** The committee may accept, defer or deny admission. **All students will have a registration hold placed on their account after completing four prerequisite courses (12 sem. hrs.); the hold will be cleared upon the TAAC granting formal acceptance.**

APPLICATION DEADLINES are as follows: **JULY 15TH** for fall semester, **NOVEMBER 15TH** for spring semester, and **MARCH 15TH** for summer session. All documents become the property of the University and will not be released to any person or institution.

A maximum of FOUR prerequisite courses may be taken prior to formal admission. Previously completed coursework at another institution must be approved for credit towards the credential by the program coordinator at the time of admission. Once enrolled, professional coursework must be completed at LMU.

Program Requirements

The Multiple Subject *Preliminary* Teaching Credential Program for graduate students is separated into two credential programs. One set of credential program requirements applies to all graduate students who are NOT currently employed as full-time teachers. The other set of credential program requirements applies to those graduate students who are currently teaching full-time in a private or public school setting in grades K-5 or self-contained classrooms grades 6-8.

A "B" (3.0) grade point average must be maintained in all credential coursework. A "D" is not acceptable in any of the coursework in the sequence. Courses may not be taken for a grade of "CREDIT/NO CREDIT" (with the exception of student teaching and teaching assessment).

Multiple Subject CLAD/BCLAD Program Requirements for Candidates NOT Currently Contracted as Full-Time Teachers

- I. U.S. History Requirement:** If the Liberal Studies major or an equivalent undergraduate course from an approved college/university was not completed, the candidate must take: HIST 161, HIST 162, POLS 130, or POLS 135. An appropriate exam also fulfills this requirement; please contact the History Department for further information.
- II. Math 306** If the Liberal Studies major was not completed.
- III. Language Requirement:** For CLAD candidates, completion of six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language) is required. All six units must be in the same language. Coursework in the methodology of teaching a language is not acceptable. There are additional ways to meet this requirement. Please see the credential analyst to determine acceptance and documentation of the language requirement. For BCLAD candidates, proficiency in the Spanish language is required and will initially be assessed with the Bilingual Coordinator.
- IV. Basic Computer Skills for Educators** (1.0 sem. hr.) Recommended Prerequisite. (offered through Continuing Education)
- V. Coursework Sequence:**
- Prerequisite Coursework:**
EDUC 500 Cultural Paradigms of Education
EDUC 501 Applied Educational Psychology for the Childhood Years
EDUC 603 Theories in Second Language Acquisition
EDUC 608 Educational Language Policies (EDUC 603 is a prerequisite for EDUC 608)
- Initial Assessment:* On completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.
- Professional Coursework:**
EDUC 504 Science in the Elementary Curriculum (2 sem. hrs.)
EDUC 505 Mathematics in the Elementary Curriculum (2 sem. hrs.)
EDUC 506 Social Studies in the Elementary Curriculum (2 sem. hrs.)
EDUC 509 Reading/Language Arts in the Elementary Curriculum (*See NOTE on the RICATest Below.)
- Additional Courses for Bilingual (BCLAD) Candidates Only:**
In addition to the following coursework, students are required to meet with the bilingual coordinator prior to registration. (Both of the following courses must be completed before enrollment in Student Teaching.)
EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective
- Pre-fieldwork Assessment:* Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, field work, standards, required testing, readiness for final fieldwork, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.
- Student Teaching:**
Student Teaching can be taken only after successful completion of all credential coursework. (See NOTE on the RICATest below.)
EDUC 510 Elementary Directed Teaching (12 sem. hrs., additional fee required). Only 3 sem. hrs. applicable towards Master's degree.
- NOTE on the RICATest:** The Reading Instruction Competency Assessment (RICA) is required for all multiple subject credential programs. This examination should not be attempted until completion of EDUC 509 (or 624) and must be passed before a credential is issued.
- VI. Credential Application:**
Credential candidates submit a credential application through the School of Education to the Commission on Teacher Credentialing, State of California. (Additional fee required.)
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■ Multiple Subject CLAD/BCLAD Program Requirements for Candidates Currently Contracted as Full-Time Teachers

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- I. U.S. History Requirement:** If the Liberal Studies major or an equivalent undergraduate course from an approved college/university was not completed, the candidate must take: HIST 161, HIST 162, POLS 130, or POLS 135. An appropriate exam also fulfills this requirement; please contact the History Department for further information.
- II. Language Requirement:** For CLAD candidates, completion of six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language) is required. All six units must be in the same language. Coursework in the methodology of teaching a language is not acceptable. There are additional ways to meet this requirement. Please see the credential analyst to determine acceptance and documentation of the language requirement. For BCLAD candidates, proficiency in the Spanish language is required and will initially be assessed with the Bilingual Coordinator.
- III. Basic Computer Skills for Educators (1.0 sem. hr.) Recommended Prerequisite.** (offered through Continuing Education)

IV. Coursework Sequence:

Prerequisite Coursework:

- EDUC 621 Seminar: Fundamentals and Assessment of Teaching
- EDUC 500 Cultural Paradigms of Education
- EDUC 501 Applied Educational Psychology for the Childhood Years
- EDUC 603 Theories in Second Language Acquisition

Initial Assessment: On completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

Professional Coursework:

- EDUC 608 Educational Language Policies (EDUC 603 is a prerequisite for EDUC 608)
- EDUC 634 Elementary School Curriculum and Methods
- EDUC 624 Foundations of Literacy Instruction/Elementary (*See NOTE on the RICATest below.)

Additional Courses for Bilingual (BCLAD) Candidates Only:

In addition to the following coursework, students are required to meet with the bilingual coordinator prior to registration. Test 6 (not applicable to Spanish majors) and both of the following courses must be passed prior to enrolling in Student Teaching or Teaching Assessment.

- EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
- EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective

Pre-fieldwork Assessment: Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, field work, standards, required testing, readiness for final fieldwork, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

Teaching Assessment:

- EDUC 622 Portfolio and Assessment of Teaching

This course can be taken only after successful completion of all credential coursework and successful passage of the RICA examination. (See NOTE on the RICATest below.)

***NOTE on the RICATest:** The Reading Instruction Competency Assessment (RICA) is required for all multiple subject credential programs. This examination should not be attempted until completion of EDUC 624 (or 509) and must be passed before a credential is issued.

V. Credential Application:

Credential candidates submit a credential application through the School of Education to the Commission on Teacher Credentialing, State of California. (Additional fee required.)

■ Multiple Subject Professional Clear Teaching Credential Requirements: ALL CANDIDATES

A student has five years after obtaining the Preliminary Multiple Subject Teaching Credential in which to complete the requirements for the Professional Clear Teaching Credential. Individuals may begin teaching upon receiving the preliminary credential.

- I. Thirty units (upper division) beyond the Bachelor's degree must be successfully completed.
- II. Professional Coursework (**Must be taken at Loyola Marymount University**)
 - Education of Culturally/Linguistically Diverse Students with Exceptional Needs EDUC 629, EDUC 440 or PSYCH 422
 - Health Education in the Schools (offered through Continuing Education)
 - Technology in Elementary Education (offered through Continuing Education)
- III. Current Adult, Infant and Child CPR (Cardiopulmonary Resuscitation) certification.
- IV. Credential Application through the School of Education to the Commission on Teacher Credentialing, State of California. (Additional fee required.)

Further requirements for the Professional Clear Teaching Credential may be mandated by the State. All requirements that are in effect at the time a student applies for the Professional Clear Teaching Credential must be completed. Please consult the Credential Analyst in the School of Education for the most recent information.

A "B" (3.0) GRADE POINT AVERAGE MUST BE MAINTAINED IN ALL CREDENTIAL COURSEWORK. A "D" IS NOT ACCEPTABLE IN ANY OF THE COURSEWORK IN THE SEQUENCE. COURSES MAY NOT BE TAKEN FOR A GRADE OF "CREDIT/NO CREDIT" (WITH THE EXCEPTION OF TEACHING ASSESSMENT/STUDENT TEACHING).

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■ The Single Subject Credential (Secondary Teaching)

Coordinator: Shane P. Martin, Ph.D.
Assistant Coordinator: Edmundo F. Litton, Ed.D.
Bilingual Coordinator: Magaly Lavadenz, Ph.D.

Introduction

The Single Subject Credential Program is designed for graduate students who are currently teaching or seeking teaching positions in grades 9-12, or in grades 6-8 school settings that require teachers to teach single subjects (settings that are departmentalized). The program leads towards the *Preliminary Teaching Credential* granted by the State of California Commission on Teacher Credentialing. Students then have five years in which to complete some additional requirements leading to the State of California *Professional Clear Teaching Credential*.

The School of Education Teacher Education Division offers the Crosscultural, Language and Academic Development Credential (CLAD) in single subject (secondary) teaching for all candidates. The Bilingual Crosscultural, Language, and Academic Development Credential (BCLAD) in the Spanish language is also available for qualified candidates. Coursework for the Education Specialist Teacher Credential: Mild/Moderate Disabilities (special education) is also available. Students interested in pursuing a combined master's degree/credential program submit a separate application for the master's degree during the semester they complete the initial 12 prerequisite units in the credential program. The master's degree program has additional admission requirements. (See admission requirements section for combined master's degree/credential program).

Informational orientation meetings for teacher education programs are held monthly at the University in the evening. Attendance at one of these meetings is required to obtain appropriate forms, instructions, and further information. The orientations are free and last approximately one hour. Further assistance in filing paperwork may also be obtained from the School of Education Office.

Acceptance into the graduate CLAD or BCLAD secondary teaching credential program is reviewed by the Secondary Admissions Committee after completion and submission of the following items to the School of Education (unless otherwise noted). **It is the student's responsibility to ensure that all items have been received.**

1. Graduate Division application form, including letter of intent, submitted directly to the Graduate Admissions Office.
2. Secondary teaching program application. This application is obtainable at any one of the teacher education orientation meetings.
3. Two official copies of transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office. **A Bachelor's Degree and a cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.**
4. Complete four prerequisite courses (12 sem. hrs.) with a grade of "B" or better (12 units from the following courses as approved by the program coordinator: EDUC 500, 502, 584, 585, 586, 587, 588, 603, and either 608 or 621*). These courses must be completed prior to review for formal admission by the Secondary Admissions Committee. (EDUC 603 is a prerequisite for EDUC 608 and *EDUC 621 is open to full-time teachers only).
5. California Basic Educational Skills Test (CBEST) score report and card. The CBEST must be passed prior to review for formal admission by the Secondary Admissions Committee.
6. Submit verification of completion of a Subject Matter Preparation Program in an academic field or pass all appropriate subject matter Praxis/SSAT examinations. The examinations must be passed prior to review for formal admission by the Secondary Admissions Committee.
7. Verification of at least 60 hours experience (at least 30 of which must be completed in classrooms in the candidate's teaching area specialty), with culturally and linguistically diverse youth groups between the ages of 11-18. Full-time teachers may meet this requirement through their regular teaching assignment if approved by the coordinator.
8. Three teacher education program recommendation forms. If teaching, one must be from the student's principal. These recommendation forms are obtainable at any one of the teacher education orientation meetings.
9. Copy of current contract of school employment.
10. Fingerprint Clearance. An application for fingerprint clearance must be submitted to the School of Education as part of the application process. (Additional fee required.)
11. Results of Tuberculin Skin Test given within the last year.
12. Interview with Coordinator and Assistant Coordinator of Secondary Education Program (CLAD only).
13. Interview with Bilingual Coordinator (BCLAD only).
14. After steps 1-13 above have been completed, the candidate's file will be reviewed for formal admission by the Secondary Admissions Committee. **It is the student's responsibility to ensure that all items have been received.** The committee may accept, defer or deny admission. **All students will have a registration hold placed on their account after completing the four prerequisite courses (12 sem. hrs.); the hold will be cleared upon granting of formal acceptance.**

APPLICATION DEADLINES are as follows: JULY 15TH for fall semester, NOVEMBER 15TH for spring semester, and MARCH 15TH for summer session. All documents become the property of the University and will not be released to any person or institution.

A maximum of FOUR prerequisite courses may be taken prior to formal admission. Previously completed coursework at another institution must be approved for credit towards the credential by the program coordinator at the time of admission. Once enrolled, professional coursework must be completed at LMU.

Program Requirements

The Single Subject Preliminary Teaching Credential Program for graduate students is separated into two credential options. One set of credential program requirements applies to all graduate students who are NOT currently employed as full-time teachers. The other set of credential program requirements applies to those graduate students who are currently teaching full-time in a public or private school setting in grades 9-12 or single subject (departmentalized) classrooms in grades 6-8.

A "B" (3.0) grade point average must be maintained in all credential coursework. A "D" is not acceptable in any of the coursework in the sequence. Courses may not be taken for a grade of "CREDIT/NO CREDIT" (with the exception of student teaching and teaching assessment).

■ Single Subject CLAD/BCLAD Program Requirements for Candidates NOT Currently Contracted as Full-Time Teachers

- I. U.S. History Requirement:** If an equivalent undergraduate course from an approved college/university was not completed, the candidate must take: HIST 161, HIST 162, POLS 130, OR POLS 135. An appropriate exam also fulfills this requirement; please contact the History Department for further information.
- II. Language Requirement:** For CLAD candidates, completion of six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language) is required. All six units must be in the same language. Coursework in the methodology of teaching a language is not acceptable. There are additional ways to meet this requirement. Please see the credential analyst to determine acceptance and documentation of the language requirement. For BCLAD candidates, proficiency in the Spanish language is required and will initially be assessed with the Bilingual Coordinator.
- III. Basic Computer Skills for Educators (1.0 sem. hr.)** Recommended Prerequisite (offered through Continuing Education)

IV. Coursework Sequence:

Prerequisite Coursework:

- EDUC 500 Cultural Paradigms of Education
- EDUC 502 Applied Educational Psychology for the Adolescent Year
- EDUC 603 Theories in Second Language Acquisition

AND ONE of the following content area methodology courses:

- EDUC 584 General Methods Teaching Languages Other Than English
- EDUC 585 Teaching Social Studies in the Secondary Schools
- EDUC 586 Trends Teaching English in the Secondary Schools
- EDUC 587 Trends in the Teaching of Secondary Science
- EDUC 588 Trends in the Teaching of Secondary Math

Initial Assessment: On completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

Professional Coursework:

- EDUC 608 Educational Language Policies (EDUC 603 is a prerequisite for EDUC 608)
- EDUC 628 Reading/Language Arts for Single Subject Teachers

Additional Courses for Bilingual (BCLAD) Candidates Only:

In addition to the following coursework, students are required to meet with the bilingual coordinator prior to registration. Test 6 (not applicable to Spanish majors) and both of the following courses must be passed prior to enrolling in Student Teaching or Teaching Assessment.

- EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
- EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective

Pre-fieldwork Assessment: Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, field work, standards, required testing, readiness for final fieldwork, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

Fieldwork/Student Teaching:

EDUC 512 (12 sem. hrs.) is required for the fieldwork/student teaching component. The student teaching portion can be taken only after successful completion of all credential coursework and final verification of an approved subject matter competency program or passage of all applicable Praxis/SSAT examinations. (Only one other course may be taken during student teaching which must be approved in advance by the Coordinator.) Additional fee required.

- EDUC 512 Secondary Directed Teaching
(12 sem. hrs., only 3 sem. hrs. applicable toward a master's degree.)

V. Credential Application:

Credential Candidates submit a credential application through the School of Education to the Commission on Teacher Credentialing, State of California. (Additional fee required.)

■ The Single Subject CLAD/BCLAD Program Requirements for Candidates Currently Contracted as Full-Time Teachers

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- I. U.S. History Requirement:** If an equivalent undergraduate course from an approved college/university was not completed, the candidate must take: HIST 161, HIST 162, POLS 130, or POLS 135. An appropriate exam also fulfills this requirement; please contact the History Department for further information.
- II. Language Requirement:** For CLAD candidates, completion of six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language) is required. All six units must be in the same language. Coursework in the methodology of teaching a language is not acceptable. There are additional ways to meet this requirement. Please see the credential analyst to determine acceptance and documentation of the language requirement. For BCLAD candidates, proficiency in the Spanish language is required and will initially be assessed with the Bilingual Coordinator.
- III. Basic Computer Skills for Educators** (1.0 sem. hr.) Recommended Prerequisite (offered through Continuing Education)

IV. Coursework Sequence:

Prerequisite Coursework:

EDUC 621 Seminar: Fundamentals and Assessment of Teaching
 EDUC 500 Cultural Paradigms of Education
 EDUC 502 Applied Educational Psychology for Adolescent Years
 EDUC 603 Theories in Second Language Acquisition

Initial Assessment: On completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

Professional Coursework:

EDUC 608 Educational Language Policies (EDUC 603 is a prerequisite for EDUC 608)
 EDUC 628 Improvement of Literacy in Single Subject Classrooms

AND ONE of the following content area methodology courses:

EDUC 584 General Methods Teaching Languages Other Than English
 EDUC 585 Teaching Social Studies in the Secondary Schools
 EDUC 586 Trends Teaching English in the Secondary Schools
 EDUC 587 Trends in the Teaching of Secondary Science
 EDUC 588 Trends in the Teaching of Secondary Math

Additional courses for Bilingual (BCLAD) Candidates Only:

In addition to the following coursework, students are required to meet with the bilingual coordinator prior to registration. (Both of the following courses must be completed before enrollment in EDUC 622 Portfolio Assessment and Evaluation of Teaching.)

EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
 EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective

Pre-fieldwork Assessment: Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, field work, standards, required testing, readiness for final fieldwork, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

Teaching Assessment:

EDUC 622 Portfolio and Assessment of Teaching
 This course can be taken only after successful completion of all credential coursework and final verification of an approved subject matter competency program or passage of all applicable Praxis/SSAT examinations. (Only one other course may be taken during assessment which must be approved in advance by the Coordinator.)

V. Credential Application:

Credential Candidates submit a credential application through the School of Education to the Commission on Teacher Credentialing, State of California. (Additional fee required.)

■ Single Subject Professional Clear Teaching Credential Requirements: ALL CANDIDATES

A student has five years after obtaining the Preliminary Multiple Subject Teaching Credential in which to complete the requirements for the Professional Clear Teaching Credential. Individuals may begin teaching upon receiving the preliminary credential.

- I. Thirty units (upper division) beyond the Bachelor's degree must be successfully completed.
- II. Professional Coursework (**Must be taken at Loyola Marymount University**)
Education of Culturally/Linguistically Diverse Students with Exceptional Needs EDUC 629, EDUC 440 or PSYCH 422
Health Education in the Schools (offered through Continuing Education)
Technology in Secondary Education (offered through Continuing Education)
- III. Current Adult, Infant and Child CPR (Cardiopulmonary Resuscitation) certification.
- IV. Credential Application through the School of Education to the Commission on Teacher Credentialing, State of California. (Additional fee required.)

Further requirements for the Professional Clear Teaching Credential may be mandated by the State. All requirements that are in effect at the time a student applies for the Professional Clear Teaching Credential must be completed. Please consult the Credential Analyst in the School of Education for the most recent information.

A "B" (3.0) GRADE POINT AVERAGE MUST BE MAINTAINED IN ALL CREDENTIAL COURSEWORK. A "D" IS NOT ACCEPTABLE IN ANY OF THE COURSEWORK IN THE SEQUENCE. COURSES MAY NOT BE TAKEN FOR A GRADE OF "CREDIT/NO CREDIT" (WITH THE EXCEPTION OF STUDENT TEACHING).

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■ Combined Master's Degree and Teaching Credential Programs

Coordinators: Irene Oliver, Ed.D. (Elementary)
Shane P. Martin, Ph.D. (Secondary)
Assistant Coordinators: Candace Poindexter, Ed.D. (Elementary)
Edmundo F. Litton, Ed.D. (Secondary)
Bilingual Coordinator: Magaly Lavadenz, Ph.D.

Introduction

The combined programs offer the opportunity for a graduate student to receive both a teaching credential and a master's degree. However, admission to the credential program does not guarantee admission to the master's degree program. Candidates for the combined program begin with either the elementary CLAD/BCLAD or secondary CLAD/BCLAD teaching credential program as outlined on the previous pages. After successful admission into the credential program, successful completion of the four prerequisite courses, successful completion of all subject matter competency requirements or exams, and passing scores on the GRE, a student may apply for any of the four eligible master's degree programs listed below. **A student must apply for the master's degree option the semester in which they complete their fourth prerequisite course, otherwise the student is ineligible.**

Master's Degrees that may be Combined with a Teaching Credential:

Master of Arts in Elementary Education or Master of Arts in Secondary Education

The teaching credential combined with the Master of Arts in Elementary or Secondary Education is designed to provide the graduate student with knowledge and skills to enhance teaching competencies. This combined program consists of at least 33 hours of coursework, **of which 6 courses (18 sem. hrs.) must be at the 600 course level.**

Master of Arts in Literacy and Language Arts

The teaching credential combined with the Master of Arts in Literacy and Language Arts is designed to provide teachers with knowledge of literacy skills needed for more effective classroom instruction across the curriculum. This combined program consists of 36 semester hours of coursework.

Master of Arts in Bilingual/Bicultural Education

The teaching credential combined with the Master of Arts in Bilingual/Bicultural Education is intended to provide teachers with expertise in instructional issues related to English Language Learners in K-12 settings. See Coordinator of Bilingual Education for program details.

Master of Arts in Special Education with a Crosscultural Emphasis

The teaching credential combined with the Master of Arts in Special Education is intended to provide teachers with instructional strategies related to culturally and linguistically diverse students with exceptional needs. See Coordinator of Special Education for program details.

All candidates for a combined program must begin with admission to a credential program as outlined on the previous pages. Qualified candidates may then apply to the master's degree program during the semester they successfully complete their fourth prerequisite course for the credential. The following outlines admission procedures for the combined master's degree and teaching credential programs. The process is accomplished by completing and/or submitting the following to the School of Education (unless otherwise noted):

1. Admission to an LMU teacher credential program (see previous pages for credential program admission procedures).
2. Completion of the four credential prerequisite courses (as outlined under the credential program requirements) with at least a 3.0 GPA.
3. Verify subject matter competency by completing a commission-approved subject matter program or by passing the Praxis Series II MSAT Multiple Subjects Assessment for Teachers (elementary) or Praxis/SSAT exams in a specific subject area (secondary)
4. Passing scores on the Graduate Record Examination (GRE).
5. An application form to add a Master of Arts program. (Obtained from the School of Education)
6. Verification that official transcripts from all colleges/universities attended were received for the credential program and are on file. An official transcript of the prerequisite coursework completed at LMU should be forwarded to the Graduate Admissions Office (GPA of 3.0 required for all LMU credential coursework.)
7. Interview with Coordinator of the appropriate Masters program.
8. After steps 1-7 have been completed, and it is verified that the candidate was formally accepted into the appropriate credential program, the candidate's file will be reviewed for admission to the master's degree program by the Coordinator of the appropriate program. It is the student's responsibility to ensure that all items have been received. The Coordinator may accept, defer or deny admission.

APPLICATION DEADLINES are as follows: JULY 15TH for fall semester, NOVEMBER 15TH for spring semester, and MARCH 15TH for summer session. All documents become the property of the University and will not be released to any person or institution.

A maximum of SIX sem. hrs. of equivalent graduate coursework completed at another institution may be approved for credit towards a master's degree by the program coordinator. All professional coursework must be completed at LMU.

Program Requirements

There are four master's degree programs which may be combined with a credential in either elementary or secondary education. All combined master's degree programs require at least 18 sem. hrs. of coursework at the 600 level.

A "B" (3.0) grade point average must be maintained in all coursework. A "D" is not acceptable in any of the coursework in the sequence. All courses must be taken for a letter grade unless otherwise indicated (comprehensive examination courses are offered as "CREDIT/NO CREDIT").

■ *Master of Arts in Elementary Education OR Master of Arts in Secondary Education*

- I. **Credential Program Enrollment:** A candidate must be formally accepted and enrolled in either the elementary or secondary credential program for graduate students.
- II. **Coursework Sequence:** The following coursework is required in addition to the coursework previously listed for the appropriate credential program.

Required Course:
EDUC 629 Education of Culturally and Linguistically Diverse Students with Exceptional Needs

Elective Courses: (Two of the following): Completion of four prerequisite courses required
EDUC 602 Assessment and Research Methodology
EDUC 610 Human Development and Learning
EDUC 619 Anthropological Analysis of Cultural Diversity
EDUC 640 Elementary and Secondary School Curriculum

BCLAD Candidates only may use EDUC 609 and EDUC 620 for elective courses towards Master of Arts in Elementary Education or Master of Arts in Secondary Education.
- III. **EDUC 691 Teacher Performance Assessment:** This culminating experience for the Master of Arts in Elementary Education or Master of Arts in Secondary Education is usually taken during, or immediately following the last semester of coursework completion. You are required to complete a final entry to your professional portfolio generated in either EDUC 510, 512, or 622, the student teaching/assessment course.
- IV. **Application for Degree Clearance:** Candidates apply through the Office of the Registrar for degree clearance. Specific deadlines exist for each semester and are available from the Registrar's Office.

■ *Master of Arts in Literacy and Language Arts*

- I. **Credential Program Enrollment:** A candidate must be formally accepted and enrolled in either the elementary or secondary credential program for graduate students.
- II. **Coursework Sequence:** The following coursework is required in addition to the coursework previously listed for the appropriate credential program.

Required Courses:
EDUC 629 Education of Culturally and Linguistically Diverse Students with Exceptional Needs
EDUC 602 Assessment and Research Methodology
EDUC 625 Diagnosing and Developing Literacy Skills (Prerequisite: EDUC 624)

Elective Course: (One of the following):
EDUC 626 Practicum in Diagnosing and Developing Literacy Skills (One year teaching experience required)
EDUC 650 Seminar in Literacy, Research, and Practice
- III. **Comprehensive Assessment:** Candidates meet with the program coordinator to discuss their timeline and enrollment in either the comprehensive exam or the thesis project series.

EDUC 695 Comprehensive Exam: Literacy (0 sem. hrs.)
OR
Thesis Option: See program coordinator for detailed course sequence.
- IV. **Application for Degree Clearance:** Candidates apply through the Office of the Registrar for degree clearance. Specific deadlines exist for each semester and are available from the Registrar's Office.

■ *Master of Arts in Bilingual/Bicultural Education*

See Coordinator of Bilingual Education for program details and course sequence.

■ Master of Arts in Special Education with a Crosscultural Emphasis

See Coordinator of Special Education for program details and course sequence.

Special Education

Coordinator: Victoria L. Graf, Ph.D.

Introduction

The Special Education program allows graduate students with a variety of academic backgrounds to pursue an Education Specialist Credential: Mild/Moderate Disabilities and/or a Master of Arts degree in Special Education with a Crosscultural Emphasis, or a Master of Arts in Catholic Inclusive Education.

The programs include a preparation in the education of culturally/linguistically diverse students with exceptional needs. The Education Specialist Credential: Mild/Moderate Disabilities authorizes candidates to teach students with specific learning disability, mental retardation, other health impairments, and serious emotional disturbance.

Admission Requirements

Admission Decisions are made in accordance with the School of Education Admissions Policy. Acceptance into the graduate Mild/Moderate specialist credential and/or Masters degree program is accomplished by completing and submitting the following to the School of Education (unless otherwise noted):

1. Graduate Division application form, including letter of intent. These should be submitted directly to the Graduate Admissions Office.
2. Special Education Program application form, including program checklist.
3. Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Admissions Office. A Bachelor's Degree and a cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
4. Complete all prerequisite courses with a grade of "B" or better. These courses must be completed prior to review for formal admission.
5. Three letters of recommendation that would indicate the applicants promise as a teacher in special education programs, particularly with culturally and linguistically diverse students with exceptional needs.
6. Verification of at least three months (approximately 60 hours) experience working with culturally or linguistically diverse youths between the ages of 4 and 22. (This requirement is only applicable to those seeking the credential. Applicants who already hold a basic teaching credential have already met this requirement.)
7. Verification of CBEST passage. (This requirement is only applicable to those seeking the credential.)
8. **Elementary Education Emphasis** – Verification of passing scores on the Praxis Multiple Subject Assessment for Teachers (MSAT) examination for those students who did not major in Liberal Studies. (This requirement is only applicable to those seeking the credential.) **OR**
Secondary Education Emphasis – Verification of passing scores on the Praxis/SSAT examination for those students who did not complete a Subject Matter Preparation Program in an academic field. These examinations must be passed prior to review for formal admission.
9. Completion of the Graduate Record Examination (GRE) prior to or during the first semester of coursework in the program.
10. Interview with Coordinator of Special Education Program.
11. Interview with one other faculty member in Special Education or the Coordinator of Elementary, Secondary, or Bilingual Education.
12. Fingerprint Clearance. An application for fingerprint clearance must be submitted after acceptance into the program and no later than completion of the first semester of coursework in the program. (Additional Fee Required). (This requirement is only applicable to those seeking the credential.)

APPLICATION DEADLINES are as follows: JULY 15th for fall semester, NOVEMBER 15th for spring semester, and MARCH 15th for summer session. All documents become the property of the University and will not be released to any person or institution.

Education Specialist Credential: Mild/Moderate Disabilities

Elementary Education Emphasis

PRELIMINARY LEVEL I MILD/MODERATE DISABILITIES SPECIALIST

- I. U.S. History Requirement:** If the Liberal Studies major or an equivalent undergraduate course from an approved college/university was not completed, the candidate must take: HIST 161, HIST 162, POLS 130, or POLS 135. An appropriate exam also fulfills this requirement; please contact the History Department for further information.
- II. Language Requirement:** For CLAD candidates, completion of six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language) is required. All six units must be in the same language. Coursework in the methodology of teaching a language is not acceptable. There are additional ways to meet this requirement. Please see the credential analyst to determine acceptance and documentation of the language requirement. For BCLAD candidates, proficiency in the Spanish language is required and will initially be assessed with the Bilingual Coordinator.

III. MATH 306 (non-teachers only)

IV. Basic Computer Skills for Educators (1.0 sem. hr.) Recommended Prerequisite (offered through Continuing Education)

V. Prerequisite Coursework:

- EDUC 635 The Context of Schooling (First class in course sequence)
- EDUC 500 Cultural Paradigms of Education
- EDUC 501 Educational Psychology for the Childhood Years
- EDUC 603 Theories in Second Language Acquisition

Initial Assessment: On completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

VI. Professional Coursework (suggested sequence):

- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 505 Mathematics in the Elementary Curriculum
- OR
- EDUC 634 Elementary School Curriculum and Methods (for full-time teachers only)
- EDUC 509 Reading and Language Arts in the Elementary Curriculum
- OR
- EDUC 624 Foundations of Literacy Instruction (for full-time teachers only)
- *See NOTE on the RICATest Below.
- EDUC 602 Assessment and Research Methodology
- EDUC 643 Informal Assessment and Individual Education Program (IEP) Development
- EDUC 627 Creating Effective Classrooms in Diverse Settings
- EDUC 636 Creating Collaborative Partnerships
- EDUC 675 Teaching and Assessing Students with Mild/Moderate Disabilities
- EDUC 676 Policies and Issues in Education for Diverse Learners with Disabilities

Pre-fieldwork Assessment: Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, field work, standards, required testing, readiness for final fieldwork, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

VII. Student Teaching:

- EDUC 644 Directed Teaching with Students with Mild/Moderate Disabilities (3-9 sem. hrs.)

*NOTE on the RICATest: The Reading Instruction Competency Assessment (RICA) is required for all multiple subject credential programs. This examination should not be attempted until completion of EDUC 624 (or 509) and must be passed before a credential is issued.

Additional Coursework for CLAD/BCLAD Certificate

- EDUC 604 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
- EDUC 619 Anthropological Analysis of Cultural Diversity

BCLAD Requirements:

- EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
 - EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective
-

Additional requirements for this certificate need to be met through the BCLAD examination series, including language proficiency, prior to enrolling in Student Teaching. See Bilingual Coordinator prior to registering for classes.

ADDITIONAL REQUIREMENTS FOR PROFESSIONAL LEVEL II MILD/MODERATE SPECIALIST (pending approval of California Commission on Teacher Credentialing)

Candidates who have completed the Preliminary Level I Mild/Moderate Specialist credential program and have a full-time special education teaching position working with students with mild/moderate disabilities must enroll in an approved program for the Professional Level II Education Specialist credential within 120 calendar days of service on the Preliminary credential. Teachers in day-to-day substitute or long-term substitute positions are not eligible for this program.

In the Level II program, candidates work with a district assigned support provider and a university advisor to develop a Professional Induction plan that includes advanced coursework, professional experiences, and a one-year mentorship with the assigned support provider. The program is designed to meet the candidate's individual needs and professional development goals. Candidates may complete a Master's degree, a multiple or single subject credential or non-college professional development activities as part of their Professional Education Specialist program.

A candidate has five years after obtaining the Preliminary Level I Mild/Moderate Specialist credential in which to complete the requirements for the Professional Level II Mild/Moderate Specialist credential.

Thirty units (upper division) beyond the Bachelor's degree must be successfully completed which must include the following courses:

Core Special Education Requirement (10 units)

EDUC 605 Professional Induction Planning Seminar (.5 units)

EDUC 633 Advanced Issues in Assessment & Instruction of Students with Special Needs (3 units)

EDUC 639 Consultation and Collaboration for Students with Special Needs (3 units)

EDUC 669 Supportive Environments for Students with Behavior and Emotional Needs (3 units)*

EDUC 666 Professional Educator Evaluation Seminar (.5 units)

* The Level II Program is a collaborative program with Mount St. Mary's College. Loyola Marymount University candidates will enroll for courses at LMU but will take EDUC 653 at the Doheny campus of Mount St. Mary's College. Please contact Dr. Victoria Graf for more details.

Professional Clear Requirements

Health Education in the Schools (offered through Continuing Education (3 units)

Computer Education in the Schools (offered through Continuing Education (3 units)

Current Adult, Infant and Child CPR (Cardiopulmonary Resuscitation) certification

Elective (3 units) or non-university option (45 hours)

Depending on their individual needs and professional goals, candidates may elect to complete an elective course or by completing 45 hours of approved professional development activities.

■ Education Specialist Credential: Mild/Moderate Disabilities Combined with the Elementary (Multiple Subject) Crosscultural, Language and Academic Development (CLAD) Teaching Credential*

The Multiple Subject CLAD Teaching Credential can be pursued concurrently with the Education Specialist Credential: Mild/Moderate Disabilities. Advisement is through both the Coordinator of Special Education and the Coordinator of Elementary Education. In addition to the previously listed program sequence for the Mild/Moderate Disabilities Specialist Credential, the following are required:

Professional Coursework:

EDUC 504 Science in the Elementary Curriculum (2 sem. hrs.)

EDUC 506 Social Studies in the Elementary Curriculum (2 sem. hrs.)

OR

EDUC 634 Elementary School Curriculum and Methods (for full-time teachers)

Student Teaching:

EDUC 510 Elementary Directed Teaching (6 sem. hrs.)

Secondary Education Emphasis

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REQUIREMENTS FOR THE PRELIMINARY LEVEL I MILD/MODERATE DISABILITIES SPECIALIST

I. U.S. History Requirement: If an equivalent undergraduate course from an approved college/university was not completed, the candidate must take:

HIST 161, HIST 162, POLS 130, or POLS 135. An appropriate exam also fulfills this requirement; please contact the History Department for further information.

II. Language Requirement:

For CLAD candidates, completion of six semester units in coursework that emphasizes the learning of a language other than English (including American Sign Language) is required. All six units must be in the same language. Coursework in the methodology of teaching a language is not acceptable. There are additional ways to meet this requirement. Please see the Coordinator to determine acceptance and documentation. For BCLAD candidates, proficiency in the Spanish language is required and will initially be assessed with the Bilingual Coordinator.

III. Basic Computer Skills for Education (1.0 sem. hr.) Recommended Prerequisite (offered through Continuing Education)

IV. Prerequisite Coursework (3 sem. hrs. each):

- EDUC 635 The Context of Schooling (First class in course sequence)
- EDUC 500 Cultural Paradigms of Education
- EDUC 502 Educational Psychology for the Adolescent Years
- EDUC 603 Theories in Second Language Acquisition (or CHST 503)

Initial Assessment: On completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

V. Professional Coursework (3 sem. hrs. each):

- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 628 Improvement of Reading/Language Arts in the Secondary School
- EDUC 584, 585, 586, 587 OR 588 Subject Matter Methodology Courses
- EDUC 602 Assessment and Research Methodology
- EDUC 643 Informal Assessment and IEP Development
- EDUC 627 Creating Effective Classrooms in Diverse Settings
- EDUC 636 Creating Collaborative Partnerships
- EDUC 675 Teaching and Assessing Students with Mild/Moderate Disabilities
- EDUC 676 Policies and Issues in Education for Diverse Learners with Disabilities

Pre-fieldwork Assessment: Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, field work, standards, required testing, readiness for final fieldwork, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

VI. Student Teaching:

- EDUC 644 Directed Teaching with Students with Mild/Moderate Disabilities (3-9 sem. hrs.)

NOTE on the RICATest: The Reading Instruction Competency Assessment (RICA) is required for all multiple subject credential programs, unless waived by the coordinator. This examination should not be attempted until completion of EDUC 509 or 624 and must be passed before a credential is issued.

Additional Coursework for CLAD/BCLAD Certificate

- EDUC 604 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
- EDUC 619 Anthropological Analysis of Cultural Diversity

BCLAD Requirements:

- EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
- EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective

Additional requirements for this certificate need to be met through the BCLAD examination series, including language proficiency, prior to enrolling in Student Teaching. See Bilingual Coordinator prior to registering for classes.

ADDITIONAL REQUIREMENTS FOR PROFESSIONAL LEVEL II MILD/MODERATE SPECIALIST (pending approval of California Commission on Teacher Credentialing)

Candidates who have completed the Preliminary Level I Mild/Moderate Specialist credential program and have a full-time special education teaching position working with students with mild/moderate disabilities must enroll in an approved program for the Professional Level II Education Specialist credential within 120 calendar days of service on the Preliminary credential. Teachers in day-to-day substitute or long-term substitute positions are not eligible for this program.

In the Level II program, candidates work with a district assigned support provider and a university advisor to develop a Professional Induction plan that includes advanced coursework, professional experiences, and a one-year mentorship with the assigned support provider. The program is designed to meet the candidate's individual needs and professional development goals. Candidates may complete a Master's degree, a multiple or single subject credential or non-college professional development activities as part of their Professional Education Specialist program.

A candidate has five years after obtaining the Preliminary Level I Mild/Moderate Specialist credential in which to complete the requirements for the Professional Level II Mild/Moderate Specialist credential.

Thirty units (upper division) beyond the Bachelor's degree must be successfully completed which must include the following courses:

Core Special Education Requirement (10 units)

EDUC 605 Professional Induction Planning Seminar (.5 units)

EDUC 633 Advanced Issues in Assessment & Instruction of Students with Special Needs (3 units)

EDUC 639 Consultation and Collaboration for Students with Special Needs (3 units)

EDUC 669 Supportive Environments for Students with Behavior and Emotional Needs (3 units)*

EDUC 666 Professional Educator Evaluation Seminar (.5 units)

* **The Level II Program is a collaborative program with Mount St. Mary's College. Loyola Marymount University candidates will enroll for courses at LMU but will take EDUC 653 at the Doheny campus of Mount St. Mary's College. Please contact Dr. Victoria Graf for more details.**

Professional Clear Requirements

Health Education in the Schools (offered through Continuing Education (3 units)

Computer Education in the Schools (offered through Continuing Education (3 units)

Current Adult, Infant and Child CPR (Cardiopulmonary Resuscitation) certification

Elective (3 units) or non-university option (45 hours)

Depending on their individual needs and professional goals, candidates may elect to complete an elective course or by completing 45 hours of approved professional development activities.

■ Education Specialist Credential: Mild/Moderate Disabilities Combined with the Secondary (Single Subject) Crosscultural, Language and Academic Development (CLAD) Teaching Credential

The Single Subject CLAD Teaching Credential can be pursued concurrently with the Education Specialist Credential: Mild/Moderate Disabilities. Advisement is through both the Coordinator of Special Education and the Coordinator of Secondary Education. In addition to the previously listed program sequence for the Mild/Moderate Disabilities Specialist Credential, the following are required:

Professional Coursework:

EDUC 512 Secondary Directed Teaching

BCLAD Certificate Option:

Candidates who qualify and additionally complete the Bilingual Competency requirement for Spanish plus EDUC 609, EDUC 619 and EDUC 620 are eligible for the certificate in Bilingual, Crosscultural, Language and Academic Development (BCLAD).

Education Specialist Credential: Mild/Moderate Disabilities

(For those candidates who already hold a Multiple or Single Subject Teaching Credential)

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REQUIREMENTS FOR THE PRELIMINARY LEVEL I MILD/MODERATE DISABILITIES SPECIALIST

I. Prerequisite Coursework (3 sem. hrs. each):

- EDUC 635 The Context of Schooling
AND (unless candidate has a CLAD certificate/credential)
- EDUC 603 Theories in Second Language Acquisition
- EDUC 604 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
- EDUC 619 Anthropological Analysis of Cultural Diversity

Initial Assessment: On completion of initial coursework, each candidate will be assessed in terms of performance in classes, fieldwork, standards, required testing, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

II. Professional Coursework (3 sem. hrs. each): Suggested Sequence

- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 602 Assessment and Research Methodology
- EDUC 643 Informal Assessment and IEP Development
- EDUC 627 Creating Effective Classrooms in Diverse Settings
- EDUC 636 Creating Collaborative Partnerships
- EDUC 676 Policies and Issues in Education for Diverse Learners with Disabilities
- EDUC 675 Teaching and Assessing Students with Mild/Moderate Disabilities

Pre-fieldwork Assessment: Before student teaching or the final assessment course, each candidate will be assessed in terms of performance in classes, field work, standards, required testing, readiness for final fieldwork, and professional (non-academic) development. All teacher education faculty will be involved in this assessment.

III. Student Teaching:

- EDUC 644 Directed Teaching with Students with Mild/Moderate Disabilities (3-9 sem. hrs.)

BCLAD Requirements:

- EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
- EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective

Additional requirements for this certificate need to be met through the BCLAD examination series, including language proficiency, prior to enrolling in Student Teaching. See Bilingual Coordinator prior to registering for classes.

ADDITIONAL REQUIREMENTS FOR PROFESSIONAL LEVEL II MILD/MODERATE SPECIALIST (pending approval of California Commission on Teacher Credentialing)

Candidates who have completed the Preliminary Level I Mild/Moderate Specialist credential program and have a full-time special education teaching position working with students with mild/moderate disabilities must enroll in an approved program for the Professional Level II Education Specialist credential within 120 calendar days of service on the Preliminary credential. Teachers in day-to-day substitute or long-term substitute positions are not eligible for this program.

In the Level II program, candidates work with a district assigned support provider and a university advisor to develop a Professional Induction plan that includes advanced coursework, professional experiences, and a one-year mentorship with the assigned support provider. The program is designed to meet the candidate's individual needs and professional development goals. Candidates may complete a Master's degree, a multiple or single subject credential or non-college professional development activities as part of their Professional Education Specialist program.

A candidate has five years after obtaining the Preliminary Level I Mild/Moderate Specialist credential in which to complete the requirements for the Professional Level II Mild/Moderate Specialist credential.

Thirty units (upper division) beyond the Bachelor's degree must be successfully completed which must include the following courses:

Core Special Education Requirement (10 units)

- EDUC 605 Professional Induction Planning Seminar (.5 units)
- EDUC 633 Advanced Issues in Assessment & Instruction of Students with Special Needs (3 units)
- EDUC 639 Consultation and Collaboration for Students with Special Needs (3 units)
- EDUC 669 Supportive Environments for Students with Behavior and Emotional Needs (3 units)*
- EDUC 666 Professional Educator Evaluation Seminar (.5 units)

* The Level II Program is a collaborative program with Mount St. Mary's College. Loyola Marymount University candidates will enroll for courses at LMU but will take EDUC 653 at the Doheny campus of Mount St. Mary's College. Please contact Dr. Victoria Graf for more details.

Professional Clear Requirements

Health Education in the Schools (offered through Continuing Education (3 units)
 Computer Education in the Schools (offered through Continuing Education (3 units)
 Current Adult, Infant and Child CPR (Cardiopulmonary Resuscitation) certification

Elective (3 units) or non-university option (45 hours)

Depending on their individual needs and professional goals, candidates may elect to complete an elective course or by completing 45 hours of approved professional development activities.

■ Master of Arts in Special Education with a Crosscultural Emphasis

Introduction

The Master of Arts Degree in Special Education with a Crosscultural Emphasis enables candidates to develop a deeper understanding of both theory/research and practice in Special Education with a particular concentration on students with mild/moderate disabilities from diverse cultural and linguistic backgrounds. Eligible students will also be able to complete courses towards the Education Specialist: Mild/Moderate Disabilities Teaching Credential and the CLAD (Crosscultural, Language and Academic Development) Credential or Certificate (as appropriate). Upon completion of the program, candidates should be prepared for the public/private school classroom or doctoral program and to make a significant contribution to the field of Special Education.

Program Requirements

OPTION I: This program is designed for candidates that are also pursuing the Education Specialist Mild/Moderate Disabilities Teaching Credential. This program is a total of 30 semester hours. 500-level coursework and directed student teaching semester hours are not credited toward an academic degree. In addition to the program sequence specified for the Mild/Moderate Disabilities Specialist Credential, this program would include the following:

EDUC 610 Human Development and Learning
 Comprehensive Assessment (see next section)

Candidates may choose to pursue additional coursework for the CLAD Multiple Subject Teaching Credential along with this course of study (as specified earlier).

OPTION II: This program is designed for candidates who want an advanced degree in preparation for doctoral studies or specialization in the field of special education. Coursework for the CLAD *certificate* program may be included in this course of study. This program is a total 30 semester hours and includes:

1. At least 3 semester hours in statistics and research methods.
2. A Special Education core of at least 15 semester hours.
3. Appropriate restricted electives as approved by a Special Education advisor to complete the minimum number of program semester hours.
4. Comprehensive Assessment (see next section)

Comprehensive Assessment

EDUC 695 Comprehensive Exam: Special Education (0 sem hrs.)

OR Thesis Option: (See Coordinator for approval)

EDUC 657 Advanced Research Methods (3 sem. hrs.)
 EDUC 658 Advanced Research Design (1 sem. hr.)
 EDUC 659 Master's Thesis I (1 sem. hr.)
 EDUC 688 Master's Thesis II (as needed) (1 sem. hr.)
 EDUC 689 Master's Thesis III (as needed) (1 sem. hr.)

The Master of Arts in Catholic Inclusive Education is designed to prepare teachers and administrators in Catholic schools to become leaders in supporting students with exceptional needs in parochial schools. Courses are designed to provide a foundation in both general and special education with a specific emphasis on inclusion within the Catholic school context.

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Admission Requirements

The following are required for consideration of acceptance into the Master of Arts in Catholic Inclusive Education:

1. The Graduate Division application, including letter of intent. These should be submitted directly to the Graduate Admissions Office.
2. Special Education Program application form.
3. Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Admissions Office. A Bachelor's degree and a cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
4. A letter of recommendation from the candidate's principal or supervisor.
5. Completion of the Graduate Record Examination (GRE) prior to or during the first semester of coursework in the program.
6. Interview with the Coordinator of the Program.

Course Requirements

EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 643 Informal Assessment and Program Development
EDUC 627 Creating Effective Classrooms in Diverse Settings
EDUC 636 Creating Collaborative Partnerships in Catholic Schools
EDUC 673 Full Inclusion Programs in Catholic Schools
EDUC 614 Foundations of Catholic Education
EDUC 610 Human Development and Learning
EDUC 619 Anthropological Analysis of Cultural Diversity
EDUC 676 Policies and Issues in Education for Diverse Learners with Disabilities
EDUC 698 (Course to be determined)
EDUC 695 Comprehensive Examination (0 semester hours)
OR Thesis Option with University Approval
EDUC 657 Advanced Research Methods (3 semester hours)
EDUC 658 Advanced Research Design (1 semester hour)
EDUC 659 Master's Thesis I (1 semester hour)
EDUC 688 Master's Thesis II (1 semester hour) as needed
EDUC 689 Master's Thesis (1 semester hour) as needed

■ Certificate in Catholic Inclusive Education

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The Certificate in Catholic Inclusive Education is designed to recognize those candidates who have completed a five course sequence in Catholic Inclusive Education. Candidates will be prepared to develop and implement programs which will support students with exceptional needs in parochial schools. Courses are designed with an emphasis on inclusive education in a Catholic school context.

Admission Requirements

1. The Graduate Division application, including letter of intent. These should be submitted directly to the Graduate Admissions Office.
2. Two sets of official transcripts from all colleges/universities attended. All transcripts should be sent directly to the Graduate Admissions Office. A Bachelor's degree and a cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
3. A letter of recommendation from applicant's principal.
4. Interview with the Coordinator of the Program.

Course Requirements

EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 643 Informal Assessment and Program Development
EDUC 627 Creating Effective Classrooms in Diverse Settings
EDUC 636 Creating Collaborative Partnerships in Catholic Schools
EDUC 673 Full Inclusion Programs in Catholic Schools

Teaching Certificate Programs

I ■ Crosscultural, Language and Academic Development (CLAD)

Coordinator: Magaly Lavadenz, Ph.D.

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Admission Requirements

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Submission of your original Elementary (Multiple Subject) or Secondary (Single Subject) Teaching Credential to the School of Education for verification.
3. Verification of completion of six semester units in college coursework that emphasizes the learning of a language other than English. Please see the Coordinator to determine acceptance and documentation of the language requirement.
4. Interview with the Coordinator.

Course Requirements

- EDUC 603 Theories in Second Language Acquisition
- EDUC 604 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
- EDUC 608 Educational Language Policies
- EDUC 619 Anthropological Analysis of Cultural Diversity

Before candidates can apply for the certificate to the Commission on Teacher Credentialing, *all* admission and course requirements must be satisfied.

Degree Programs

Students wishing to obtain a Master's degree which may include the coursework for the CLAD Certificate should see either of the following degree programs listed elsewhere in the Bulletin: Master of Arts in Teaching English as a Second Language (TESL)/Multicultural Education or Master of Arts in Special Education with a Crosscultural Emphasis.

■ Bilingual, Crosscultural, Language and Academic Development (BCLAD)

Coordinator: Magaly Lavadenz, Ph.D.

Introduction

Individuals who possess a valid elementary or secondary teaching credential and are proficient in the Spanish language may complete courses leading to the certificate in Bilingual, Crosscultural, Language and Academic Development (BCLAD). **Additional requirements for this certificate need to be met through the BCLAD examination series, including language proficiency.**

Admission Requirements

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Submission of your original Elementary (Multiple Subject) or Secondary (Single Subject) Teaching Credential to the School of Education for verification.
3. Verification of competency in the Spanish language must be documented prior to acceptance into this program. Applicants must meet with the Coordinator for an initial assessment of language proficiency. Candidates must also successfully pass the language proficiency portions of the BCLAD examination series.

Course Requirements

EDUC 603	Theories in Second Language Acquisition
EDUC 604	Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
EDUC 608	Educational Language Policies
EDUC 609	Methodology for Primary Language Instruction in a Bilingual Setting
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 620	Chicano/Latino Cultures: An Interdisciplinary Perspective

Before candidates can apply for the certificate to the Commission on Teacher Credentialing, **all** admission, course and credential requirements must be satisfied.

Degree Program

Students wishing to obtain a Master's degree which may include the coursework for the BCLAD certificate should see the Master of Arts in Bilingual/Bicultural Education described elsewhere in the bulletin.

Human Services

Introduction

In the Human Services Division of the School of Education, there are several options available to the candidate interested in School Counseling and/or School Psychology. Students may choose from credential and master's programs.

Placement Service

The Career Placement Office is maintained by the University to assist the student with job searches. Position openings are available to all students. Additionally, graduates may choose to establish a placement file which contains complete records of school achievements, personal qualifications, recommendations, and experiences, which are sent upon request to prospective employers.

Counseling

Co-Coordinator: Paul A. De Sena, Ed.D.
Co-Coordinator: Thomas M. Batsis, Ph..D.

Introduction

The Counseling programs are designed to prepare graduate students to work in this field in elementary, middle, and secondary schools as well as the community colleges. The Master of Arts in Counseling can be taken in combination with the Pupil Personnel Services Credential (School Counseling.) The Combined program consists of 36 semester hours plus the comprehensive examination. The coursework in these programs may also be used simultaneously to partially fulfill requirements for the Master of Arts in Educational Psychology and the Pupil Personnel Services Credential (School Psychology).

A Master of Arts in Counseling not related to the credential program is also offered for those students who plan to implement their training in the community, rather than the school setting, or for those who are preparing for doctoral studies. This program offers more elective coursework.

■ Pupil Personnel Services Credential — School Counseling

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The program leading to the Pupil Personnel Services Credential (School Counseling) is approved by the State of California Commission on Teacher Credentialing and the National Council for the Accreditation of Teacher Education. A counselor employed by the public schools in California is required to hold this credential. Students are also required to possess a Master's degree prior to obtaining the credential.

Admission Requirements

The items listed below should be submitted directly to the School of Education Office, unless otherwise noted:

1. Completion of the Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two official copies of transcripts from all colleges/universities attended. (Grade point average of 2.8 or higher for previous undergraduate coursework, and 3.0 or higher for graduate coursework completed.) These should be sent directly to the Graduate Admissions Office.
3. A letter of application (intent) to the Program Coordinator in which the following issues are addressed: (a) why the applicant wants to be a school counselor; (b) what characteristics the applicant possesses that he or she thinks will make him/her an effective school counselor; (c) what is the applicant's commitment toward preparing himself/herself to be an effective school counselor (e.g., devote the required time to an internship; become active in related professional organizations); and (d) a summary of experiences with culturally diverse school age individuals.
4. Two letters of recommendation. (Forms may be obtained in the School of Education.)
5. An interview with the Program Coordinator.
6. Completion of the CBEST no later than the end of the first semester of enrollment and before fieldwork assignment. (The CBEST is not required for those students pursuing the Masters degree without the credential.)
7. Completion of the Graduate Record Examination (GRE) no later than the end of the first semester of enrollment. (This requirement is waived for those candidates who already possess a Master's degree.)
8. A recommendation from a faculty member in the School of Education by the end of the first semester of enrollment.
9. Arrest record affidavit. (An application for fingerprint clearance must also be submitted at least two semesters in advance of EDUC 687 Field Work Experience.)
10. After steps 1-4 above have been completed, the candidate's file will be reviewed for provisional or controlled admission. Under this designation, candidates are able to enroll in their first semester of coursework.
11. All entering candidates should first enroll in EDUC 664, Counseling Theories and Techniques. Candidates will be reviewed for **formal** acceptance upon completion of this course and steps 1 - 9 above.

Course Requirements

The generic courses consisting of 18 semester hours are:

- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 640 Elementary and Secondary School Curriculum
- EDUC 664 Counseling Theories and Techniques
- EDUC 665 Prevention, Intervention, and Consultation in Pupil Personnel Services

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

- EDUC 602 Assessment and Research Methodology
 - EDUC 655 Communication Process and Counseling in Groups
 - EDUC 662 Educational and Career Planning
 - EDUC 667 Principles, Organization, and Administration of Pupil Personnel and Human Services
 - EDUC 668 Practicum in School Counseling
 - EDUC 687 Field Work in School Counseling (Required course for credential candidates.)
 - EDUC 695 Comprehensive Examination: Counseling (Required for degree candidates.)
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■ Master of Arts in Counseling

A candidate may obtain the Master of Arts in Counseling degree along with the Pupil Personnel Services Credential (School Counseling) through the combined degree/credential program.

Also available is a Master of Arts in Counseling without the credential for those candidates who do not plan to implement their training in a school setting.

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Admission Requirements

See Pupil Personnel Services Credential: School Counseling requirements.

Combined Degree/Credential Program

The first program affords students the opportunity to earn a Master of Arts degree in Counseling while they are also completing the majority of coursework toward the Pupil Personnel Services Credential in School Counseling. Students are required to possess a Master's degree prior to obtaining the credential. The combined program consists of 36 semester hours plus the Comprehensive Examination. For specific course requirements, see the courses listed for the School Counseling Credential Program.

Degree Program (without credential)

This program leads to a Master of Arts degree in Counseling, awarded without a credential, for those candidates who do not plan to implement their training in the school setting. Intended for those entering community services or preparing for doctoral studies, it offers more elective coursework.

Three of the following core courses:

- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 640 Elementary and Secondary Curriculum

Required courses:

- EDUC 602 Assessment and Research Methodology
- EDUC 668 Practicum in School Counseling
- EDUC 695 Comprehensive Exam: Counseling

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

- EDUC 614 History and Philosophy in Catholic Education
- EDUC 623 Philosophy of Education
- EDUC 655 Communication Process and Counseling in Groups
- EDUC 662 Educational and Career Counseling
- EDUC 664 Counseling Theories and Techniques
- EDUC 665 Prevention, Intervention, and Consultation in Pupil Personnel Services
- EDUC 667 Principles, Organization, and Administration of Pupil Personnel and Human Services
- EDUC 698 Special Studies (Consent of Coordinator required)

A minimum of eleven courses are required plus the comprehensive examination. **Please note** additional courses may be selected from other Graduate Areas or from new courses offered in the School of Education with the permission of the coordinator. Students should select optional coursework with their professional objective in mind and in consultation with their advisor.

Coordinator: Scott Kester, Ph.D.

Assistant Coordinator: Brian P. Leung, Ph.D.

Introduction

The program leading to the Pupil Personnel Services Credential (School Psychology) is designed to prepare graduate students to work in this field in elementary, middle, and secondary schools. It is a 60 semester hour program. The Master of Arts degree in Educational Psychology can be completed only by those concurrently admitted to the School Psychology credential program, with completion of the comprehensive examination. Many of the School Counseling credential courses can also be used towards fulfilling the initial School Psychology credential requirements provided the candidate is admitted to the School Psychology Program. Completion of the School Psychology credential also meets the academic and internship requirements for the Educational Psychologist license for private practice in California.

■ Pupil Personnel Services Credential — School Psychology

The program leading to the Pupil Personnel Services Credential (School Psychology) is approved by the State of California Commission on Teacher Credentialing. A psychologist employed by the public schools in California is required to hold this credential. Students may choose to enroll concurrently in the School Psychology credential program and the School Counseling credential program. All students must complete 18 semester hours which are generic to both programs. In addition students must complete specialization courses, some of which meet the requirements in both School Psychology and School Counseling. Applicants whose undergraduate major is other than psychology will be required to have taken 18 selected undergraduate units in psychology (6 courses). Advisement for each of these programs is through the Program Coordinator.

Admission Requirements

The items listed below should be submitted directly to the School of Education Office, unless otherwise noted:

1. Completion of the Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
 2. Two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
 3. Completion of the Graduate Record Examination (GRE.) (This requirement is waived for those candidates who already possess a Master's degree from an accredited university.)
 4. Verification of CBEST passage, prior to fieldwork in School Psychology (EDUC 690). If a candidate has not passed the CBEST at the time of admission, it must be passed by the end of the first semester.
 5. A letter of application (intent) to the Program Coordinator in which the following issues are addressed: (a) why the applicant wants to be a school psychologist; (b) what characteristics the applicant possesses that he or she thinks will make him/her an effective school psychologist; (c) what is the applicant's commitment toward preparing himself/herself to be an effective school psychologist (e.g., devote the required time to an internship; become active in related professional organizations); and (d) a summary of experiences with culturally diverse school-age individuals.
 6. Three letters of recommendation. At least one of these should be from a practicing school psychologist, Director of Psychological Services, Director of Pupil Personnel Services, or licensed psychologist familiar with the role of a School Psychologist.
 7. An interview with the Program Coordinator. (optional)
 8. A group interview with other candidates and full-time faculty members will be scheduled after the admission deadline for those candidates who have met all admission requirements. Attendance at this interview is mandatory for admission.
 9. Arrest record affidavit. (An application for fingerprint clearance must also be submitted at least two semesters in advance of EDUC 687, Field Work in School Counseling or EDUC 690, Field Work in School Psychology, if not previously obtained.)
 10. After steps 1-9 above have been **completed**, the candidate's file will be reviewed for formal admission by the Pupil Personnel Services Advisory Committee.
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Students are required to possess a Master's degree prior to obtaining the School Psychology credential. The Master of Arts degree in Educational Psychology is available to those enrolled in the School Psychology credential program, with the completion of a Comprehensive Examination. A Master's degree in Counseling or Psychology also meets the requirement.

Course Requirements

The generic courses common to both the School Counseling and School Psychology Credentials, consisting of 18 semester hours, are:

- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 640 Elementary and Secondary School Curriculum
- EDUC 664 Counseling Theories and Techniques
- EDUC 665 Prevention, Intervention, and Consultation in Pupil Personnel Services

The Specialization courses which will count for both the School Counseling and School Psychology Credentials are:

- EDUC 602 Assessment and Research Methodology
- EDUC 655 Communication Process and Counseling in Groups
- EDUC 667 Principles, Organization, and Administration of Pupil Personnel and Human Services
- EDUC 687 Field Work in School Counseling (until replaced by EDUC 690)

The Advanced Specialization courses for the School Psychology Credential are:

- EDUC 656 Individual Assessment and Research
- EDUC 663 Advanced Individual Psychology
- EDUC 677 Psychological Services in the Schools
- EDUC 678 Diagnostic Assessment, Interpretation, and Remediation of Special Learning Problems
- EDUC 679 Assessment of Emotional and Behavioral Disorders
- EDUC 681 Special Issues and Practices in School Psychological Service Delivery
- EDUC 683 Advanced Behavioral Intervention Strategies
- EDUC 684 Mental Disorders in Children and Adolescents
- EDUC 690 Field Work in School Psychology (planned replacement for EDUC 687)
- EDUC 696 Supervised Internship in School Psychology I
- EDUC 697 Supervised Internship in School Psychology II

Additionally, to receive the Master of Arts degree in Educational Psychology, students must complete:

- EDUC 695 Comprehensive Examination: Educ Psych
-

■ Master of Arts in Educational Psychology

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Human
Services

Introduction

The Master of Arts degree program in Educational Psychology is open only to those admitted to the School Psychology Credential program. The degree will not be granted to anyone who has not completed all requirements for the Pupil Personnel Services School Psychology Credential.

Admission Requirements

See Pupil Personnel Services Credential: School Psychology requirements.

Course Requirements

See Pupil Personnel Services Credential: School Psychology course requirements.

The coursework is the same as for the School Psychology Credential Program with the exception of EDUC 695 Comprehensive Examination. A minimum of 60 semester hours plus the examination is required for the degree.

Many of the courses that apply towards the Pupil Personnel Services Credential - School Psychology and the Master of Arts in Educational Psychology also apply towards the Pupil Personnel Services Credential - School Counseling and the Master of Arts in Counseling. Some students choose to obtain both credentials and both Master's degrees. Advisement for each program must be obtained from the respective program coordinator.

Specialized Programs

Introduction

In the Specialized Program Division of the School of Education, there are several options available to the candidate. Students may choose from more specialized study in administration, bilingual/bicultural, child and adolescent literacy, teaching English as a second language, and specific subject areas in teaching. Also offered is the Master of Arts in General Education.

Placement Service

The Career Placement Office is maintained by the University to assist the student with job searches. Position openings are available to all students. Additionally, graduates may choose to establish a placement file which contains complete records of school achievements, personal qualifications, recommendations, and experiences, which are sent upon request to prospective employers.

Administration

Coordinator: Mary K. McCullough, Ph.D.

■ The Preliminary Administrative Services Credential

The Administrative Services Credential is divided into two tiers: a Preliminary Administrative Services Credential (Tier I) and a Professional Administrative Services Credential (Tier II) Program. Both Administrative Credential programs are approved by the California Commission on Teacher Credentialing.

The Preliminary Administrative Services Credential Program consists of the completion of 31 semester hours, including field experience, focused on the preparation of candidates for positions in administration in public and private schools. Candidates must successfully complete a Comprehensive Exam.

Admission Requirements

The following are required for consideration of acceptance into the Preliminary Administrative Services Credential (Tier I) Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
 2. Letter of Intent.
 3. Two completed reference forms or letters of recommendation from education administrators/personnel (available in the School of Education).
 4. Original teaching and/or service credential(s) submitted to the School of Education for verification.
 5. A minimum of one year verified successful completion of work in schools..
 - A completed "Verification of Experience" form (available in the School of Education) which documents three years of experience working in the schools is required for completion of the Administrative Services Credential.
 6. Verification of CBEST passage.
 7. Official Graduate Record Examination (GRE) scores.
 8. Interview with the Coordinator of Administrative Services.
 9. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
-

Course Requirements

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EDUC 602	Assessment and Research Methodology
EDUC 610	Human Development and Learning
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 629	Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 632	Institutional Management
EDUC 635	The Context of Schooling
EDUC 640	Elementary and Secondary Curriculum
EDUC 641	Workshop in Improving Instruction
EDUC 686	Educational Leadership
EDUC 693	Field Experience in Administration I (2 sem. hrs.)
EDUC 694	Field Experience in Administration II (2 sem. hrs.)
EDUC 695	Comprehensive Examination: Administration

■ Master of Arts in Administration

Admission Requirements

The following are required for consideration of acceptance into the Master of Arts in Administration program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent.
3. Two letters of reference.
4. Official Graduate Record Examination (GRE) scores.
5. Interview with the Coordinator of Administrative Services.
6. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.

Course Requirements

EDUC 602	Assessment and Research Methodology
EDUC 610	Human Development and Learning
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 629	Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 632	Institutional Management*
EDUC 635	The Context of Schooling
EDUC 640	Elementary and Secondary Curriculum*
EDUC 641	Workshop in Improving Instruction*
EDUC 686	Educational Leadership
EDUC 693	Field Experience in Administration I (2 sem. hrs.)
EDUC 694	Field Experience in Administration II (2 sem. hrs.)
Comprehensive Assessment (see next section)	

*Elective coursework may be chosen in place of two of the asterisked courses above for those students pursuing the Master of Arts Degree only (without credential).

Comprehensive Assessment

EDUC 695	Comprehensive Examination (0 sem. hrs.)
OR Thesis Option with approval:	
EDUC 657	Advanced Research Methods (3 sem. hrs.)
EDUC 658	Advanced Research Design (1 sem. hr.)
EDUC 659	Master's Thesis I (1 sem. hr.)
EDUC 688	Master's Thesis II (1 sem. hr.) as needed
EDUC 689	Master's Thesis III (1 sem. hr.) as needed

■ Professional Administrative Services Credential Program

The Professional Administrative Services Credential (Tier II) program is designed for students who hold the Preliminary Administrative Services Credential and who have secured a position in administration. The program consists of six courses, including induction and assessment, and the equivalent of 120 clock hours of professional development activities.

The candidate must verify completion of a minimum of two years of successful administrative experience in a full-time position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential prior to obtaining University recommendation for the Professional Administrative Services Credential.

Admission Requirements

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent and a current Resume.
3. Original Preliminary Administrative Services credential (Tier I) submitted to the School of Education for verification.
4. Verification of CBEST passage.
5. Provide verification of employment in an administrative position in a public school or private school of equivalent status. An appropriate form "Verification of Employment as an Administrator" is available in the School of Education.
6. Secure the recommendation of the employing school system (an appropriate reference form is available in the School of Education).
7. Secure a Mentor Administrator in the field and gain approval from the University Program Coordinator.
8. For candidates who do not already hold a Master's degree, the Graduate Record Examination (GRE) is required.
9. Interview with the Coordinator of Administrative Services.
10. Candidates begin this program with enrollment in EDUC 660 Professional Administrative Induction Plan.

Course Requirements

- EDUC 642 Organizational Theory and Practice
 - EDUC 645 Management of Fiscal, Human and Material Resources
 - EDUC 646 Advanced Educational Leadership
 - EDUC 647 School Law and Political Relationships
 - EDUC 660 Professional Administrative Induction Plan (2 sem. hrs.)
 - EDUC 661 Comprehensive Assessment in Professional Administration (2 sem. hrs.)
-

■ Master of Arts in Catholic School Administration

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

Admission Requirements

The following are required for consideration of acceptance into the Master of Arts in Catholic School Administration Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent.
3. Two completed reference forms or letters of recommendation.
4. Official Graduate Record Examination (GRE) scores.
5. Interview with the Coordinator of Administrative Services.
6. Concurrent employment in the Catholic school system.
7. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.

Course Requirements

EDUC 602 Assessment and Research Methodology
 EDUC 610 Human Development and Learning
 EDUC 612 Theological/Catechetical Methodology in Catholic Education
 EDUC 614 Foundations of Catholic Education
 EDUC 615 Catholic School Finance and Law
 EDUC 619 Anthropological Analysis of Cultural Diversity
 EDUC 640 Elementary and Secondary Curriculum
 EDUC 641 Workshop in Improving Instruction
 EDUC 648 Educational Leadership in Catholic Education
 EDUC 693 Field Experience in Administration I (2 sem. hrs.)
 EDUC 694 Field Experience in Administration II (2 sem. hrs.)

Comprehensive Assessment

EDUC 695 Comprehensive Examination (0 semester hours)
 OR Thesis Option with University Approval
 EDUC 657 Advanced Research Methods (3 semester hours)
 EDUC 658 Advanced Research Design (1 semester hour)
 EDUC 659 Master's Thesis I (1 semester hour)
 EDUC 688 Master's Thesis II (1 semester hour) as needed
 EDUC 689 Master's Thesis III (1 semester hour) as needed

I ■ Preliminary Administrative Services Credential Option for Candidates in the Master of Arts in Catholic School Administration

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Programs

To qualify for the Preliminary Administrative Services Credential (Tier I), candidates must complete the following in addition to the Master of Arts requirements.

Course Requirements

To complete the Preliminary Administrative Services Credential (Tier I) Program, the following courses must be added to the Master of Arts in Catholic School Administration course requirements.

EDUC 635 The Context of Schooling

EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs

Additional Requirements

1. Acopy of a current California teaching and/or service credential(s).
2. Acompleted "Verification of Experience" form, verifying three years of successful full-time experience working in the schools, is required for the Administrative Services Credential.
3. Acopy of CBEST results.
4. Some portions of Field Experience must be completed in the public schools.

Certificate in Catholic School Administration

Students who hold a Master's degree from an accredited College or University may apply for a Certificate in Catholic School Administration after completing the following:

1. Admission requirements listed under Master of Arts in Catholic School Administration.
 2. Successful completion of EDUC 612, EDUC 614, EDUC 615 and EDUC 648.
-

■ Master of Arts in Bilingual/Bicultural Education

Coordinator: Magaly Lavadenz, Ph.D.

Introduction

This program provides experiences which are tailored to meet the professional needs of the Bilingual/Bicultural teacher. These courses may also apply towards the certificate in Bilingual, Crosscultural, Language, and Academic development (BCLAD) for those who hold a teaching credential. Competency in Spanish is required.

Admission Requirements

Acceptance into the Master of Arts in Bilingual/Bicultural Education degree program is accomplished by completing and submitting the following:

1. Application for admission to the Graduate Admissions Office, along with two official copies of transcripts from all college/universities attended.
2. Letter of Intent.
3. Two letters of recommendation.
4. Graduate Record Examination scores at the time of application.
5. Interview with Program Coordinator.

Course Requirements

Core courses:

- EDUC 602 Assessment and Research Methodology
- EDUC 603 Theories in Second Language Acquisition
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 640 Elementary and Secondary Curriculum

Courses in area of specialization:

- EDUC 604 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
- EDUC 606 Applied Linguistics
- EDUC 608 Educational Language Policies
- EDUC 609 Methodology for Primary Language Instruction in a Bilingual Setting
- EDUC 620 Chicano/Latino Cultures: An Interdisciplinary Perspective

Comprehensive Assessment (see next section)

Comprehensive Assessment

EDUC 695 Comprehensive Examination: Bilingual Ed (0 sem. hrs.)

OR Thesis Option with approval:

- EDUC 657 Advanced Research Methods (3 sem. hrs.)
 - EDUC 658 Advanced Research Design (1 sem. hr.)
 - EDUC 659 Master's Thesis I (1 sem. hr.)
 - EDUC 688 Master's Thesis II (1 sem. hr.) as needed
 - EDUC 689 Master's Thesis III (1 sem. hr.) as needed
-

Coordinator: Candace A. Poindexter, Ed.D.

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■ Master of Arts in Child & Adolescent Literacy

This program offers an area of specialization in child and adolescent literacy. It is a carefully planned sequence of thirty semester hours designed to prepare the candidate with professional competencies and skills to more effectively teach and promote literacy skills at the elementary and secondary school levels.

Admission Requirements

Acceptance into the Child and Adolescent Literacy Master's degree program is accomplished by completing and submitting the following to the School of Education (unless otherwise noted):

1. Graduate Division application form. This should be submitted directly to the Graduate Admissions Office.
2. Two copies of official transcripts from all colleges/universities attended. These should be sent directly to the Graduate Admissions Office.
3. Child and Adolescent Literacy Program application. (Form may be obtained in the School of Education.)
4. Letter of intent.
5. Two letters of recommendation. (Forms may be obtained in the School of Education.)
6. Completion of the Graduate Record Examination (GRE).
7. Interview with the Program Coordinator.
8. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
9. After steps 1-8 have been completed, the candidate's file will be submitted to the Admissions Committee for review. Steps 1-8 must be completed for review for formal acceptance. The committee may accept, defer or deny admission.

Course Requirements

Core courses:

- EDUC 602 Assessment and Research Methodology
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 640 Elementary and Secondary School Curriculum

Courses in area of specialization:

- EDUC 624 Foundations of Literacy Instruction
- EDUC 625 Diagnosing and Developing Literacy Skills
- EDUC 626 Practicum in Diagnosing and Developing Literacy Skills
- EDUC 629 Education of Culturally/Linguistically Diverse Students with Exceptional Needs
- EDUC 650 Seminar in Literacy, Research, and Practice
- EDUC 657 Advanced Research Methods

Comprehensive Assessment (see next section)

Comprehensive Assessment

EDUC 695 Comprehensive Examination: Literacy (0 sem. hrs.)

OR Thesis Option with approval:

- EDUC 657 Advanced Research Methods (3 sem. hrs.)
 - EDUC 658 Advanced Research Design (1 sem. hr.)
 - EDUC 659 Master's Thesis I (1 sem. hr.)
 - EDUC 688 Master's Thesis II (1 sem. hr.) as needed
 - EDUC 689 Master's Thesis III (1 sem. hr.) as needed
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■ Reading Certificate Program*

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Programs

The Reading Certificate is a new state certification which authorizes the holder to assess student reading and provide reading instruction in response to those assessments. Certificate holders are also authorized to develop, implement and adapt the reading content curriculum and assist classroom teachers in these areas, at one or more school sites. The Certificate program is to be taken concurrently with the Master of Arts in Child and Adolescent Literacy or the Master of Arts in Literacy and Language Arts.

Admission Requirements

1. Acceptance into the Child and Adolescent Literacy, or Literacy and Language Arts Master's Degree program.
(See previous pages for program admission procedures.)
2. Copy of current, valid teaching credential.
3. Verification of CBEST passage.
4. Verification of three years successful, full-time teaching experience in grades preschool through adult.
5. Interview with Coordinator.

Course Requirements

EDUC 624 Foundations of Literacy Instructions
EDUC 625 Diagnosing and Developing Literacy Skills
EDUC 626 Practicum: Diagnosing and Developing Literacy Skills
EDUC 640 Elementary and Secondary School Curriculum
EDUC 611 Educational Linguistics

***This program is subject to CCTC approval – Summer, 2000.**

■ Master of Arts in General Education

Coordinator: Candace A. Poindexter, Ed.D.

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Specialized
Programs

Introduction

This program provides experiences which are tailored to meet the general teaching and curriculum needs of teachers and other professionals. The teaching credential is **not** required. The candidate for this degree selects coursework centered around his/her goals and objectives. This program allows a maximum flexibility in selecting a course of study for a Master's degree.

Admission Requirements

Acceptance into the Master's of Education in General Education degree program is accomplished by completing and submitting the following:

1. Application for admission to the Graduate Admissions Office, along with two official copies of transcripts from all colleges/universities attended, and a completed Letter of Intent.
2. General Education program application (available in the School of Education).
3. Two letters of recommendation. (Forms may be obtained in the School of Education.)
4. Completion of the Graduate Record Examination (GRE).
5. Cumulative undergraduate GPA of 2.8; or a 2.85 GPA in the last 60 semester units of coursework taken; or a 3.0 GPA in at least 9 units of graduate level coursework is required.
6. Interview with Program Coordinator.

Course Requirements

Core courses: (4)

- EDUC 602 Assessment and Research Methodology
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 640 Elementary and Secondary Curriculum

Electives: Student selects six additional 600 level Education classes with approval of Program Coordinator (depending on student's goals), two of which may be in another discipline.

Comprehensive Assessment

EDUC 695 Comprehensive Examination: General Education
(0 sem. hrs.)

OR Thesis Option with approval:

- EDUC 657 Advanced Research Methods (3 sem. hrs.)
 - EDUC 658 Advanced Research Design (1 sem. hr.)
 - EDUC 659 Master's Thesis I (1 sem. hr.)
 - EDUC 688 Master's Thesis II (1 sem. hr.) as needed
 - EDUC 689 Master's Thesis III (1 sem. hr.) as needed
-

**Master of Arts in Teaching English as a Second Language/
Multicultural Education****Coordinator:** Magaly Lavadenz, Ph.D.**Introduction**

This program provides experiences which are tailored to meet the professional needs of the ESL teacher in kindergarten through adult education settings. The emphasis is on multilingual and multicultural education. These courses may also apply towards the certificate in Crosscultural, Language, and Academic Development (CLAD) for those who hold a teaching credential. Competency in another language is not required.

Admission Requirements

Acceptance into the Master of Arts in TESL/Multicultural Education degree program is accomplished by completing and submitting the following:

1. Application for admission to the Graduate Admissions Office, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent.
3. Two letters of recommendation.
4. Graduate Record Examination scores at the time of application.
5. Interview with Program Coordinator.

Course Requirements

Core courses:

- EDUC 602 Assessment and Research Methodology
- EDUC 603 Theories in Second Language Acquisition
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 640 Elementary and Secondary Curriculum

Courses in area of specialization:

- EDUC 604 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE)
- EDUC 606 Applied linguistics
- EDUC 608 Educational Language Policies
- EDUC 611 Educational Linguistics
- EDUC 651 Seminar in Second Language Literacy

Comprehensive Assessment (see next section)

Comprehensive Assessment

EDUC 695 Comprehensive Examination: TESL (0 sem. hrs.)

OR Thesis Option with approval:

- EDUC 657 Advanced Research Methods (3 sem. hrs.)
 - EDUC 658 Advanced Research Design (1 sem. hr.)
 - EDUC 659 Master's Thesis I (1 sem. hr.)
 - EDUC 688 Master's Thesis II (1 sem. hr.) as needed
 - EDUC 689 Master's Thesis III (1 sem. hr.) as needed
-

Coordinator: Edmundo F. Litton, Ed.D.

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Programs

Introduction

The Master of Arts in Teaching combines training in an academic subject-matter field with professional education courses. A specialized M.A.T. program also exists in Learning & Teaching, a program without an academic subject-matter field required, thus the Master's degree is exclusively in the field of Education. The courses are selected and the respective sequences arranged so that students will receive competence in the academic area of concentration and in the advanced concepts and techniques of teacher education.

Areas of Concentration

Programs for the degree of Master of Arts in Teaching are offered with concentrations in Communication Arts, English, History, Latin, Learning & Teaching, Mathematics, and Social Studies.

Admission Requirements

The following items are required for consideration of acceptance into the Master of Arts in Teaching Program:

1. The Graduate Division application, along with two official copies of transcripts from all colleges/universities attended.
2. Letter of Intent.
3. Two letters of recommendation.
4. Additional items as listed under specific program descriptions.
5. Interview with Program Coordinator.
6. Graduate Record Examination (GRE) scores.

Course Requirements

Education Coursework:

Six Education Courses (including the following four core courses):

- EDUC 602 Assessment and Research Methodology
- EDUC 610 Human Development and Learning
- EDUC 619 Anthropological Analysis of Cultural Diversity
- EDUC 640 Elementary and Secondary Curriculum

Subject Matter Coursework:

Five Subject Matter Concentration Courses:

See departmental requirements

Comprehensive Assessment:

All candidates for the M.A.T. must register for and successfully complete comprehensive examinations in the subject matter concentration **and** in Education or an approved thesis project.

Total Unit Requirement:

33 semester hours of coursework.

■ BIOLOGY

Advisor: Michael Danciger, Ph.D., Chair, Biology Department

Introductory Statement: The courses which constitute the Biology program for the degree of Master of Arts in Teaching provide an opportunity for elementary or secondary school teachers to obtain a comprehensive background in the life sciences and to correlate this knowledge with advanced educational techniques.

Department Prerequisites: The applicant for the Master of Arts in Teaching with a concentration in Biology is required to have completed with a 3.0 ("B") average a minimum of seven upper division courses in Biology.

Total Program Requirements: The student must complete a minimum of eleven courses: five courses in Biology and six courses in Education.

Biology Semester Hour Requirement: The minimum of 15 semester hours in Biology will be selected by the student in consultation with the Chairperson of the Department of Biology from upper division Biology offerings in the 500 series. Course offerings and descriptions can be found in the Undergraduate Bulletin.

Comprehensive Examination: All candidates for the Master of Arts in Teaching with a concentration in Biology are required to take comprehensive examinations in Education and Biology.

■ COMMUNICATION ARTS

Advisor: Richard P. Hadley, Jr., Ph.D., Graduate Director, Communication Arts Department

Introductory Statement: The courses which constitute the Communication Arts program for the degree of Master of Arts in Teaching provide an opportunity for elementary or secondary school teachers to obtain an introduction to the media of television and motion pictures and to correlate this information with their specific areas of expertise in an effort to make effective use of the media in educational settings.

Total Program Requirements: The student must take six courses in Education and five courses in Communication Arts.

Communication Arts courses required for the program: COMM 509, and four other graduate level courses, including one course from among COMM 510, COMM 512 or COMM 602.

Comprehensive Examination: Candidates for the Master of Arts in Teaching with a concentration in Communication Arts must successfully complete comprehensive examinations in Communication Arts and Education, unless the Departments approve a project in lieu of the examinations.

■ ENGLISH

Advisor: Paul Harris, Ph.D., Graduate Director, English Department

Introductory Statement: The courses which constitute the English program for the degree of Master of Arts in Teaching are selected to enable the student to achieve greater academic competence in the fields of language and literature, with special emphasis on teaching.

Admission Requirements: In addition to the admission requirements listed on the previous page, all applicants must submit official GRE results and a 7-10 page writing sample.

Departmental Prerequisites: The applicant for the degree of Master of Arts in Teaching with a concentration in English is required to have completed a minimum of six upper division literature courses with a 3.0 ("B") average.

Total Program Requirements: The student must complete a minimum of eleven courses: five courses in English and six courses in Education. At least two of the English courses must be taken at the 600 level and one course (500 or 600 level) must be taken in the field of rhetorical theory. Students are required to take at least two English courses during their first year in the M.A.T. program and to receive a grade of "B" or higher in each course.

Comprehensive Examination: All candidates for the degree of Master of Arts in Teaching with a concentration in English are required to take Comprehensive Examinations in English and in Education. The English section of this examination is based on the M.A.T. Reading list in English and American Literature. It is a written examination, three hours in duration.

■ HISTORY

Advisor: John H. Grever, C.F.M.M., Ph.D., Chair, History Department

Introductory Statement: The courses which constitute the History program for the degree of Master of Arts in Teaching are selected primarily to enable college graduates to prepare themselves in their subject matter field of History, as well as in the techniques of the teaching profession.

Departmental Prerequisites: The applicant for the M.A.T. in History must have completed a minimum of six upper division history courses with a 3.0 ("B") average.

Total Program Requirements: The student must complete a minimum of eleven courses, five courses in History and six courses in Education.

Comprehensive Examination: All candidates for the degree are required to take Comprehensive Examinations in History and in Education or complete a written project with the approval of the Chair of the History Department and the Coordinator of the M.A.T. Program.

■ LATIN

Advisor: Matthew Dillon, Ph.D., Department of Classics

Introductory Statement: The courses which constitute the Latin program for the degree of Master of Arts in Teaching are selected primarily to enable graduates of liberal arts colleges to prepare themselves in the subject-matter field of Latin as well as in the techniques of the teaching profession.

Departmental Prerequisites: The applicant for the degree of Master of Arts in Teaching with a concentration in Latin is required to have completed, with a 3.0 ("B") average, a minimum of five upper division courses in Latin.

Total Program Requirement: The student must complete a minimum of eleven courses: six courses in Education and five courses in Latin. All candidates are expected to meet with the respective Advisors in both Education and Latin to work out course requirement details.

Comprehensive Examination: All candidates for the degree of Master of Arts in Teaching with a concentration in Latin are required to take a Comprehensive Exam in Latin and either an exam or project in Education.

■ LEARNING & TEACHING

Advisor: Edmundo F. Litton, Ed.D.

Introductory Statement: The courses which constitute the Learning and Teaching program for the degree of Master of Arts in Teaching are selected primarily to enable school teachers to enrich their professional goals within the realm of Education.

Core Coursework:

EDUC 602	Assessment and Research Methodology
EDUC 610	Human Development and Learning
EDUC 619	Anthropological Analysis of Cultural Diversity
EDUC 629	Education of Culturally/Linguistically Diverse Students with Exceptional Needs
EDUC 640	Elementary and Secondary Curriculum

Additional Coursework:

EDUC 624	Foundations of Literacy Instruction
EDUC 650	Seminar in Literacy, Research, and Practice

Additional Electives:

Candidates are to choose four additional elective courses. Two of these must be within Education. Courses must have prior consent of the Program Coordinator.

Comprehensive Assessment:

EDUC 695	Comprehensive Examination: M.A.T. Program
or Thesis Option with approval:	
EDUC 657	Advanced Research Methods (3 sem. hrs.)
EDUC 658	Advanced Research Design (1 sem. hr.)
EDUC 659	Master's Thesis I (1 sem. hr.)
EDUC 688	Master's Thesis II (1 sem. hr.) as needed
EDUC 689	Master's Thesis III (1 sem. hr.) as needed

■ MATHEMATICS

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Specialized
Programs

Advisor: Jacqueline Dewar, Ph.D., Graduate Director, Mathematics Department

Introductory Statement: The courses which constitute the Mathematics program for the degree of Master of Arts in Teaching provide an opportunity for elementary or secondary school teachers to broaden their background in mathematical sciences and to correlate this knowledge with the most advanced educational techniques.

Departmental Prerequisites: The applicant for the Master of Arts in Teaching with a concentration in Mathematics is required to have completed a minimum of six upper division courses in Mathematics with a 3.0 ("B") average. A student entering the program will be required to take Linear Algebra or Algebraic Structures if Algebra is not included in the six courses offered as prerequisites.

Total Program Requirement: The student must complete at least eleven courses, five courses in mathematics and six courses in Education.

Mathematics Course Requirement: The required five courses in Mathematics will be selected by the student in consultation with the Graduate Director of the Mathematics Department. These courses may be chosen from any of the regularly offered 500 level courses or other selected upper division courses suitably modified and designated as MATH 598 or MATH 599.

Course Offerings: Available courses offered in the program include Real Variables, Complex Variables, Algebraic Structures, Probability Theory, Topology, History of Mathematics, Numerical Analysis, Geometry, and Mathematical Modeling.

Comprehensive Examination: All candidates for the Master of Arts in Teaching with a concentration in Mathematics are required to take Comprehensive Examinations in Mathematics and in Education. The Chairperson of the Mathematics Department may waive this requirement if the student elects to do an approved project in mathematics education under joint supervision of Mathematics and Education.

■ SOCIAL STUDIES

Advisor: James T. Mathieu, Ph.D., Sociology Department

Introductory Statement: The courses which constitute the Social Studies program for the degree of Master of Arts in Teaching are selected primarily to enable graduates of liberal arts colleges with degrees in any of the social sciences to prepare themselves in the subject-matter as well as the techniques of the teaching profession.

Departmental Requirements: The applicant for the degree of Master of Arts in Teaching with a concentration in Social Studies is required to have completed, with a 3.0 ("B") average, a minimum of six upper division courses from one or more of the social sciences listed below.

Total Program Requirements: The student must complete a minimum of eleven courses: six courses in Education and five courses in the fields of social sciences listed below.

Social Studies Course Requirements: The minimum of five courses from the social sciences will be distributed as follows, and will be worked out with the Social Studies Advisor and the Education Coordinator.

Five courses from any of the following fields with the limit of two courses in any field:

Afro-American Studies	Economics	Sociology
Asian-American Studies	History	Urban Studies
Chicano Studies	Political Science	Women's Studies

Comprehensive Examination: All candidates for the Master of Arts in Teaching degree with a concentration in Social Studies are required to take either a written comprehensive examination administered by the School of Education, with coverage in the Social Studies included, or the completion of a written project to be worked out with the Coordinator in the School of Education.

All courses are 3 semester hours unless otherwise noted.

EDUC 500 Cultural Paradigms of Education

A study of the sociological and anthropological analysis of contemporary education with emphases on cultural contexts, culturally sensitive pedagogy, cultural and ethnic diversity, social/cultural issues, and demographic trends in schools and society. Emphasis is placed on the preparation of professionals for the teaching profession and their awareness of social, psychological, and cultural forces shaping society today.

EDUC 501 Applied Educational Psychology for the Childhood Years

A study of the learning environment, the evaluation of learning and the teaching/learning process. An analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. This course is a prerequisite for acceptance into the Multiple Subject Credential Program. Emphasis is placed on implications for teaching and learning in the primary and elementary grades. Field work is required.

EDUC 502 Applied Educational Psychology for the Adolescent Years

A study of the learning environment, the evaluation of learning and the teaching/learning process. An analysis of the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. This course is a prerequisite for acceptance into the Single Subject Credential Program. Emphasis is placed on implications for teaching and learning in middle schools, junior and senior high schools. Field work is required.

EDUC 504 Science in the Elementary Curriculum

2 sem. hrs.

This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach science to culturally diverse students in elementary grades. Particular emphasis is placed on strategies which will accommodate linguistically diverse students. Laboratory type activities provide opportunities for the students to investigate a variety of methods related to teaching science using a conceptual approach. Investigations stress processes, attitudes, values, and technological relationships that are effective in multicultural and multilingual classrooms. Focus is on the interaction between the teacher, students, and the discipline of science, and how the student is actively involved in learning through a constructivist and experiential approach.

Lab fee required.

Prerequisite: Admission to program.

EDUC 505 Mathematics in the Elementary Curriculum

2 sem. hrs.

This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach mathematics in the elementary grades. Particular emphasis is placed on laboratory activities, where students investigate a variety of methods related to teaching math using a conceptual approach and utilizing strategies which are successful with culturally and linguistically diverse learners. Focus is on the development of lessons and long term plans to actively involve the learner in all of the math strands through experiential activities.

Lab fee required.

Prerequisite: MATH 306; Admission to program.

EDUC 506 Social Studies in the Elementary Curriculum

2 sem. hrs.

This course is designed to provide opportunities for prospective teachers to develop professional knowledge and competence for teaching social studies. This course deals with purpose, content, procedures, and organization of instruction in those curricular areas as prescribed in the California State adopted framework. The current trends and social issues affecting the teacher's selection of instructional approaches and the selection of instructional resources will be explored. All state-mandated content areas including culturally and linguistically diverse teaching techniques and methods for social studies are included.

Prerequisite: Admission to program.

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- EDUC 509 Reading/Language Arts in the Elementary Curriculum**
This course is designed to provide opportunities for prospective teachers to develop their understanding and ability to teach reading/language arts to all students in the elementary grades. Particular emphasis will be placed on strategies which will accommodate culturally and linguistically diverse learners. Consideration is given to the procedures, skills development, organizations, systems of instruction and instructional materials utilized in the development of an effective balanced and integrated approach to the teaching of reading/language arts instruction in the elementary school.
Prerequisites or concurrent enrollment in: Admission to program; EDUC 504, EDUC 505, EDUC 506 and EDUC 608
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- EDUC 510 Elementary Directed Teaching**
6-12 sem. hrs. Prospective teachers engage in full-time supervised teaching in two culturally diverse public elementary schools for the purpose of developing professional competence in all phases of the elementary instructional program for CLAD and BCLAD candidates. Seminar sessions, emphasizing sound instructional practices, will be held throughout the term including instruction in art, music and physical education. (Application for fingerprint clearance must be submitted at least four to six months prior to enrolling in this course).
Credit/No Credit.
Prerequisite: EDUC 509 and 608 (Additional fee required).
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- EDUC 511 Fieldwork: Observation and Participation**
A practical application analysis of contemporary secondary education; preparation of candidates for entry into the student teaching experience. The course provides future student teaching candidates an opportunity to (1) expand on theories and pedagogical practices by attending on-campus seminar workshops and (2) participate in secondary school-site supervised field work where students are afforded an opportunity to interrelate these theories and practices with real-life experience. (Application for fingerprint clearance must be submitted at least four to six months prior to enrolling in this course).
Offered on a Credit/No Credit basis only.
Admission by consent of Coordinator.
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- EDUC 512 Fieldwork: Secondary Directed Teaching**
6-12 sem. hrs. Use of good instructional practices in public schools, analysis of the secondary curriculum with special emphasis on the student's major; development of a professional viewpoint through participation in organized group discussion. During the term the student engages in supervised teaching in an accredited public junior or senior high school. Student must have passed the Praxis specialty area exam or completed the subject area competency prior to enrolling in this course. Offered on a Credit/No Credit basis only. (Additional Fee Required).
Admission by consent of Coordinator.
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- EDUC 516 Methodology for Primary Language Instruction in Bilingual Settings**
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 BCLAD teacher credential candidates.
Admission by consent of Coordinator.
Prerequisite: EDUC 515
Credential students only.
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- EDUC 528 Reading/Language Arts for Single Subject Teachers**
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 students.
Admission to program required.
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- EDUC 543 Informal Assessment and Individual Education Program (IEP) Development for Students with Exceptional Needs**
See description for EDUC 643.
Admission to program required.
Prerequisite: EDUC 440 or PSYC 422.
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EDUC 544	Field Experience with FEP and LEP Students with Exceptional Needs Admission to program required.
EDUC 552	Psychological and Educational Assessment Basic concepts of psychological testing, measurement, and evaluation applicable to the rationale, construction, evaluation, use and interpretation of test, rating scales, etc.; essential statistics. Practice required. Admission to program required.
EDUC 556 3-9 sem. hrs.	Directed Teaching/Internship with FEP and LEP Students with Learning Handicaps Actual teaching experience with FEP and LEP students with learning handicaps. Credit/No Credit. Admission to by consent of Coordinator.
EDUC 584	General Methods Teaching Languages other than English This class will address the communicative approach to language instruction. Major themes to include: proficiency-based instruction; the competency-based classroom/curriculum; critical issues in the reception and the production stages of second language acquisition; strategies to support and achieve these goals. Admission to program required.
EDUC 585	Teaching Social Studies in the Secondary Schools This course is designed to provide opportunities for prospective teachers to observe, develop and practice a variety of methods to create positive learning environments, effective discipline, and traditional and alternative assessments. Emphasis is placed on strategies to include and challenge students with widely ranging linguistic and academic abilities, diverse learning styles and varying cultural backgrounds. Methods and content are closely tied to the California State Framework for grades 6-12. Admission to program required.
EDUC 586	Trends Teaching English in the Secondary Schools This course addresses the concerns and needs of future English teachers. Major areas covered include developing a multicultural curriculum for all students, creating lesson plans, examining meaning, making strategies for reading, instructing the writing process, teaching grammar in context, looking at methods of authentic classroom assessment, and building classroom portfolios. Admission to program required.
EDUC 587	Trends in the Teaching of Secondary Science This course covers programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to science; continuous progress curriculum; and individualized science labs. Admission to program required.
EDUC 588	Trends in the Teaching of Secondary Math This course covers programs, guidelines, and practices in the individualization of instruction with emphasis on culturally and linguistically diverse student needs in relation to mathematics; uses of technology; and continuous progress curriculum. Admission to program required.
EDUC 592	Behavior and Classroom Management Techniques for Teachers Explores current, alternative approaches to classroom discipline, management and organization. Focuses on how teacher behavior, the learning task and the classroom environment affect student behavior.
EDUC 598	Special Studies Subject matter and credit by arrangement.
EDUC 599	Independent Studies Subject matter and credit by arrangement.

EDUC 600	Cultural Paradigms of Education This course presents a sociological and anthropological analysis of contemporary schools and society. Same content emphasis as EDUC 500 with the exception that greater depth will be given to problem solving and the integration of social, psychological and cultural forces influencing teaching and learning. Required of all those in the combined teaching credential and Master's degree program. Teaching experience required.
EDUC 601	Applied Educational Psychology A study of the learning environment, the evaluation of learning and the teaching/learning process. An analysis of language acquisition and the physical, intellectual, emotional, cultural and ethnic factors affecting development, learning and behavior. This course is a prerequisite for formal acceptance into the combined teaching credential and master's degree program. Emphasis is placed on implications for teaching and learning in Kindergarten through twelve grades. Teaching experience required.
EDUC 602	Assessment and Research Methodology Essential descriptive statistics; basic concepts of psychological and educational assessment. Overview of individual and group tests and inventories; test construction and evaluation; alternative assessment; and comprehensive testing programs. Preparation in designing and implementing a research study and competence in reviewing and using the professional literature.
EDUC 603	Theories of Second Language Acquisition Historical, political and social factors related to second language acquisition are addressed. Course content also includes theoretical perspectives in second language learning, including assessment, identification, and program placement for Limited English Proficient students. An overview of instructional strategies including English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE) and cooperative learning.
EDUC 604	Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) This course explores and develops instructional models, strategies, approaches, and assessment for ESL and content based second language teaching in diverse cultural and linguistic settings. Fieldwork observation is included. Prerequisite: EDUC 603 or CHST 503
EDUC 605 .5 sem. hrs.	Professional Induction Planning Seminar 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.
EDUC 606	Applied Linguistics Seminar in the theoretical and practical applications of linguistics, socio- and ethnolinguistics, psycholinguistics, language based content area instruction and language policy and planning as they relate to second language learners.
EDUC 608	Educational Language Policies Overview of the theories, history and practices of bilingual education, including federal, state and local legislation, organizational models and instructional strategies. This course also addresses evaluation, current research, policies and critical pedagogy in bilingual settings. Admission to program required. Prerequisite: EDUC 603 or CHST 503
EDUC 609	Methodology for Primary Language Instruction in a Bilingual Setting Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content and instruction. Fluency and literacy in Spanish is required. Admission by consent of Coordinator. Prerequisite: EDUC 515 or 608

EDUC 610	<p>Human Development and Learning The study of major psychological theories and their application to the understanding of human behavior and the processes of learning. Appraisal of human biological, psychological and social development from infancy through adolescence.</p>
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EDUC 611	<p>Educational Linguistics An in-depth study of the interrelationship between language and schooling. Classroom-based analysis of contexts of language variation and usage is emphasized, with a focus on language testing, the teaching of phonology, vocabulary and grammar, and discourse analysis.</p>
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EDUC 612	<p>Theological/Catechetical Methodology in Catholic Education This course is designed to cover the variety of methodologies available to promote the formal theological perspectives of the Catholic Church, with a focus on building strong and vibrant communities of faith.</p>
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EDUC 614	<p>Foundations of Catholic Education This course presents an analysis of the theological, philosophical, historical, and sociological aspects of American Catholic education, with a focus on policy implications.</p>
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EDUC 615	<p>Catholic School Finance and Law This course is designed to give new and aspiring Catholic school administrators the rationale and practice of the following critical issues: governmental and legal framework of education, school law, finance, fund raising, business management and accounting, strategic planning, and personnel management.</p>
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EDUC 619	<p>Anthropological Analysis of Cultural Diversity An in-depth study of cultural diversity using methods from educational sociology and anthropology. The course will examine the major theoretical models advocating responses to cultural diversity and their practical implications for education. Themes/issues covered: contemporary demographics, genetic and cultural deficit theory, cultural mismatch theory, cultural-ecological theory, sociocultural theory (neo-Vygotskian) and culturally responsive instruction, multicultural education and intercultural communication, critical pedagogy, and qualitative evaluation.</p>
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EDUC 620	<p>Chicano/Latino Cultures: An Interdisciplinary Perspective This course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. Historical, political and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups. Admission by consent of Coordinator.</p>
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EDUC 621	<p>Seminar: Fundamentals and Assessment of Teaching This course is for candidates who are employed as full-time teachers either in a private/parochial school or with an emergency permit 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 elementary or secondary CLAD/BCLAD 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. If not already done, candidates must attempt all appropriate admission examinations (CBEST, Praxis series, MSAT, etc.) during this course. Credit/No Credit basis only. Admission by consent of Coordinator.</p>
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EDUC 622	<p>Fieldwork Supervision: Portfolio and Assessment of Teaching</p> <p>3-6 sem. hrs. This course is for candidates who are employed as full-time teachers either in a private/parochial school or with an emergency permit in a public school. This should be the last course in the combined master's/teaching credential program sequence. Supervised field experience, portfolio assessment of personal growth, development, problem-solving and documentation of teaching competencies will be completed during this course. Candidates must submit a school-site supervisor/mentor contract agreement. Additionally, for private/parochial school teachers, this course requires 30 hours of public school observation/participation and a comprehensive journal. The EDUC 621/622 course sequence meets the California State requirement of student teaching for CLAD/BCLAD candidates.</p> <p>Only one other course may be taken during the semester of fieldwork supervision.</p> <p>Prerequisites: EDUC 621, all professional education courses in program sequence, formal documentation of completed subject matter competency, and passage of all appropriate examinations.</p> <p>Credit/No Credit basis only. Admission by consent of Coordinator.</p>
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EDUC 623	<p>Philosophy of Education</p> <p>Students examine a variety of educational philosophies from historical and global perspectives as they develop and articulate their own philosophies of education. Class will be conducted as a seminar. Student progress, class presentations, and final paper will be assessed in a portfolio project.</p>
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EDUC 624	<p>Foundations of Literacy Instruction</p> <p>This course considers linguistic, physiological, psychological, and cultural concerns covering appraisal of literacy needs, premises and goals of language arts/literacy instruction, and approaches, methods, processes, and techniques for teaching literacy skills in grades K-12.</p>
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EDUC 625	<p>Diagnosing and Developing Literacy Skills</p> <p>Theoretical and practical considerations of the causes of deficiencies in the literacy skills of elementary and secondary students; methods and materials best suited for correcting deficiencies; and techniques for promoting better literacy habits.</p> <p>Prerequisite: EDUC 624</p>
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EDUC 626	<p>Practicum in Diagnosing and Developing Literacy Skills</p> <p>Practicum taken in conjunction with EDUC 625; each student works with two readers deficient in literacy skills; learns diagnostic and prescriptive teaching techniques; administers psychological tests, screening tests of vision and hearing; and formulates case histories. Credit/No Credit.</p> <p>Co-requisite: EDUC 625</p>
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EDUC 627	<p>Creating Effective Classrooms in Diverse Settings</p> <p>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.</p>
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EDUC 628	<p>Improvement of Literacy in Single Subject Classrooms</p> <p>This course is designed to develop an understanding of the nature of literacy and how it impacts content area learning. Provides training in a variety of instructional methodologies including strategies designed for culturally and linguistically diverse students.</p> <p>Admission to program required.</p>
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EDUC 629	<p>Education of Culturally/Linguistically Diverse Students with Exceptional Needs</p> <p>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.</p>
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EDUC 630	<p>Secondary School Curriculum and Methods</p> <p>Objectives, methods, materials and problems involved in teaching various subjects in the secondary schools. Explores methods of long and short range planning, course overviews, unit plans and lesson planning. Presents alternative strategies of instruction and methods of diagnosing needs and evaluating learning. Current approaches to classroom discipline, management, and organization are studied.</p>
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EDUC 632	Institutional Management Students study how to plan, organize, implement, manage, facilitate, and evaluate the daily operations of schools. This management approach stresses systems models, needs assessment, management plans, administering contracts, technology use, management information systems, decision making processes, problem solving, decentralization, and accountability in a diverse cultural setting.
EDUC 633	Advanced Issues in Assessment and Instruction of Students with Special Needs In this advanced course, candidates acquire knowledge and skills to appropriately assess and instruct students with Mild/Moderate Disabilities. Course content includes selecting and administering a variety of formal and informal assessment procedures in order to be able to teach, adapt and integrate curriculum appropriate to the educational needs of students.
EDUC 634	Elementary School Curriculum and Methods This course focuses on instructional methods and classroom management for the culturally diverse elementary classroom. Students should acquire skills in classroom discipline, creation of lesson plans utilizing a variety of instructional and evaluation methods, and classroom teaching. Course shall include all state-mandated content areas. Lab Fee. Admission to program required.
EDUC 635	The Context of Schooling This course focuses on the governmental, political, financial, legal, and historical perspectives of education in the United States. Students are given opportunities to integrate course topics and relate policy initiatives to the welfare of all students in responsible and ethical ways. School governance and management of human and fiscal resources in culturally diverse settings are stressed.
EDUC 636	Creating Collaborative Partnerships This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals and community agency and related service personnel. The candidate will learn how to work in partnership to be able to design, implement and evaluate integrated services that reflect transitional stages across life span for all learners.
EDUC 637	Coordination of the Resource Specialist Program for FEP and LEP Students This course covers laws and legislation, assessment procedures, and other necessary procedures for coordination of a Resource Specialist Program. Field Study Required.
EDUC 638	The Consultation Process in the Resource Specialist Program for FEP and LEP Students Designed for special educators who wish to work effectively with regular education personnel utilizing a consultant approach. Topics such as adaptation of regular education curriculum, analyzing classroom structures, etc., will be included. Field Study Required.
EDUC 639	Consultation and Collaboration for Students with Special Needs This course will provide opportunities for candidates to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements.
EDUC 639	The Resource Specialist Program for FEP and LEP Students: In-Service and Parent Education A study of the components necessary for developing effective workshops in in-service and parent education. Approaches to developing, implementing, and evaluating these workshops will be included. Field Study Required.
EDUC 640	Elementary and Secondary School Curriculum Designed to provide background in process education, trends in subject matter areas, innovations in curriculum, and methods of effecting curriculum change and improvement.

EDUC 641	<p>Workshop in Improving Instruction</p> <p>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 <i>all</i> students.</p> <p>Prerequisite: EDUC 640</p>
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EDUC 642	<p>Organizational Theory and Practice</p> <p>Administrators will focus on the context within which schooling takes place. They will explore theory and functions of human organizations in American society; structure and composition of groups in various organizational settings including school boards, parent, community and staff groups, and professional, state and regional organizations; political and social forces that affect school practices; knowledge of state and local cultural, ethnic, language and socioeconomic diversity and diverse needs within the school organization; and parent involvement in planning and reaching educational objectives.</p>
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EDUC 643	<p>Informal Assessment and Individual Education Program (IEP) Development for Students with Exceptional Needs</p> <p>A survey of strategies for assessing and teaching FEP and LEP students in all areas of exceptionality. Course content includes principles and techniques for assessing learning and behavioral patterns, development of individualized behavioral and instructional objectives, development and implementation of instructional strategies based on individual needs, and designing and using pupil performance criteria to evaluate pupil learning and behavior. Includes lecture and practicum.</p> <p>Admission to program required.</p> <p>Prerequisite: EDUC 629, EDUC 440, or PSYC 422</p>
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EDUC 644	<p>Directed Teaching with Students with Mild/Moderate Disabilities</p> <p>3-9 sem. hrs. Teaching experience with culturally and linguistically diverse students with Mild/Moderate disabilities. Seminar required. Credit/No credit.</p> <p>Admission by consent of Coordinator.</p>
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EDUC 645	<p>Management of Fiscal, Human and Material Resources</p> <p>Administrators learn how to assess needs, garner and use appropriate resources to achieve student and school success. This course includes fiscal management, district-level funding and budgeting, personnel and other contractual obligations; problems affecting school finance on state and local levels; district business services organization and function; management of human and material resources, including effective staff utilization, credentialing law and assignment authorization; personnel policies; filling needs for staff and for buildings, equipment and supplies. Candidates explore the resources of cultural diversity and strategies for building effective learning communities.</p>
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EDUC 646	<p>Advanced Educational Leadership</p> <p>This course in Advanced Educational Leadership builds upon the theories and practices addressed in the Preliminary Administrative Credential course and focuses on new models of leadership in specific contexts, including: leading groups in a variety of settings such as school boards, parent, community and staff groups, and regional and state groups; instructional leadership including human relationships and group dynamics; theories related to learning and instructional research; educational issues and trends; creating positive organizational cultures; dimensions of moral, ethical, and reflective leadership and practice; improvement of curriculum and practices; computer technology applicable to instructional practices; recognizing and responding to the cultural diversities in school communities; and evaluation related to student outcomes, curriculum effectiveness, and staff performance, and individual practice.</p>
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EDUC 647	<p>School Law and Political Relationships</p> <p>Candidates examine legal framework of national, state and local schools, including statutory and constitutional provisions; political jurisdictions that make or affect school policies; political and sociological forces affecting school practices; application; theory and application in achieving consensus and compromise; coalitions to achieve educational goals; credentialing law and assignment authorization; and application of legal principles to policies and practices.</p>
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EDUC 648	<p>Educational Leadership in Catholic Education</p> <p>This course is designed to give new and aspiring administrators theory and research in the following areas: leadership, management, organizations, change facilitation, and decision-making within the context of the Catholic Church and its educational institutions.</p>
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EDUC 650	Seminar in Literacy, Research, and Practice A comprehensive study of current research on literacy processes and the philosophies of instruction in literacy/language arts, and other curricular areas. Various instructional approaches and programs will be evaluated.
EDUC 651	Seminar in Second Language Literacy This course explores the relationships between literacy and language diversity in the United States as well as on the international levels. Current research addressing pre-school through adult populations of second language learners will be analyzed. Students will be required to do fieldwork in second language literacy settings as part of this course.
EDUC 652	Supervised Field Experience in Reading/Language Arts Instruction Supervised field experience in reading/language arts instruction spent equally across primary, elementary, and secondary levels. Required course for students enrolled in the Reading/Language Arts Specialist Credential Program. Credit/No Credit. Prerequisites: EDUC 625, EDUC 626, EDUC 628 and EDUC 631 or EDUC 629
EDUC 655	Communication Process and Counseling in Groups Theories, techniques, and development of human communication processes, both verbal and non-verbal, in group situations. Experience in group participation is provided. Use of communication skills applicable to counseling. Credit/No Credit. Prerequisite: EDUC 664
EDUC 656	Individual Assessment and Research This course covers theories and techniques of individual assessment using individual intelligence tests and alternate techniques. Integration of information into reports and survey of related research procedures are also presented. Practice required. Lab fee required. Prerequisites: EDUC 602 and 663
EDUC 657	Advanced Research Methods An advanced research methods course focusing on: the nature of educational research, statistical methods, qualitative methods and survey design. Prerequisites: EDUC 602 and Consent of Coordinator.
EDUC 658 1 sem. hr.	Advanced Research Design An advanced research design institute intended for students accepted into the master's thesis option. The course will focus on: framing the research question, choosing appropriate methodology, reviewing the literature, reliability and validity, and writing the master's thesis proposal. Prerequisites: EDUC 657 and acceptance into Master's Thesis Option.
EDUC 659 1 sem. hr.	Master's Thesis I This course is intended for students working on a master's thesis. The committee chair provides ongoing support for the master's thesis. Prerequisites: EDUC 658
EDUC 660 2 sem. hrs.	Professional Administrative Induction Plan The development and implementation of an individualized induction plan involving the candidate, the employing school district, and the university, including designation of a local mentor and the proposed district support available to the student. Also included are plans for completing academic coursework and professional growth opportunities to meet the candidate's needs and credential competencies in the individualized plan for professional growth. The 120 clock hours outlined in the plan may include non-University activities that are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Admission to the program is required. Credit/No Credit.

EDUC 661	Comprehensive Assessment in Professional Administration
2 sem. hrs.	The process of ongoing assessment, in cooperation with district, system, or agency designees and the University representative(s) determines the completion of the Induction Plan and appropriate documentation. A minimum of two years of successful administrative experience in a full-time administrative position in public school or private school of equivalent status, and evidence of effectiveness in administration is required. Comprehensive Assessment is to also include the determination of attainment of required competencies and the exit interview, in line with University and School standards of practice. This process must be completed prior to recommendation for the Professional Administrative Services credential. Credit/No Credit. Prerequisite: EDUC 660

EDUC 662	Educational and Career Planning
	Educational and career planning in the K-12 curriculum, counseling students, technology and career centers, occupational and educational information, vocational and educational placement, vocational choice theory and occupational trends, and work experience programs. Emphasis is on contemporary trends in educational and career guidance. Lab Fee.

EDUC 663	Advanced Individual Psychology
	Theories and research related to human learning and personality development to include cognition, motivation, emotional and social development, and biological influences on behavior; sociocultural and linguistic influences on behavior; and applications related to school, family and community. Admission to School Psychology Program and permission of School Psychology Program Coordinator required. Prerequisite: EDUC 610

EDUC 664	Counseling Theories and Techniques
	A survey of major theoretical orientations to the practice of counseling. An overview of basic counseling skills with particular emphasis on communication skills applicable to the counseling relationship, as well as problematic issues of the counseling process including analysis, synthesis, diagnosis, prognosis, treatment, and follow-up.

EDUC 665	Prevention, Intervention, and Consultation in Pupil Personnel Services
	Knowledge of problems, prevention and early intervention to include such issues as school failure, conflict resolution, self-worth, substance abuse, sex education, self-destructive behavior, effective school discipline, decision making, peer interactions, and family alienation. Will explore methods of initiating consultative relationships with and between teachers, parents, and other staff and professionals.

EDUC 666	Professional Educator Evaluation Seminar
.5 sem. hrs.	This seminar is the culminating experience for the Professional Education Specialist credential program. Students reevaluate their professional competency to assess and teach culturally diverse students with learning and behavior problems. They compile a Professional Educator Portfolio, which includes artifacts documenting their professional competence and a plan for their continuing professional growth. The district support provider and the college advisor continue to support the student in this process.

EDUC 667	Principles, Organization, and Administration of Pupil Personnel and Human Services
	Knowledge of professional ethics and laws in Pupil Personnel and other helping service professions; procedures for implementing relevant laws and regulations; guidelines for the coordination, development, implementation, and evaluation of pupil personnel services in elementary, middle, and high school. Facilitating staff roles and relationships, utilization of community services and referral processes.

EDUC 668	Practicum in Counseling
	Through the use of videotaped sessions with volunteer clients, advanced candidates under the supervision of licensed professionals observe and critique their counseling skills with individuals, couples, and groups. This class is team taught and involves peer evaluation and discussion. Credit/No Credit. Admission by permission of Coordinator.

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- EDUC 669 Supportive Environments for Students with Behavioral and Emotional Needs**
In this advanced course, candidates develop systems for academic and social skills instruction for students with complex behavioral and emotional needs including attention disorders, conduct disorders, depression and suicidal behavior, psychotic behavior, anxiety and related disorders, and delinquency and substance abuse. Course content includes advanced study of behavioral supports, social skills instruction, crisis management, and positive learning environments. Collaborative work with other professionals and community agencies is emphasized in the development of comprehensive support programs for these students.
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- EDUC 671 Educational Strategies for FEP and LEP Students with Serious Emotional Disturbance**
Principles and techniques for diagnosing learning and behavioral strengths and weaknesses in students with serious emotional disturbance; developing goals and objectives suitable for direct intervention; developing and implementing individual instructional programs; evaluating student programs, and counseling seriously emotionally disturbed students and their parents. Includes lecture and practicum.
Prerequisite: EDUC 543 or EDUC 643
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- EDUC 673 Full Inclusion Programs in Catholic Schools**
This course will stimulate discussion and decision making about the mission of individual Catholic schools in providing an appropriate educational experience for all its students. This course will focus on essential components to be included in an individual school's inclusion plan.
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- EDUC 674 Assessment Strategies for FEP and LEP Students with Learning Handicaps**
In depth study of learning-related processes, and practice assessment techniques used by special education professionals to diagnose learning-related problems and plan for their prevention and remediation.
Prerequisite: EDUC 602
Lab Fee.
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- EDUC 675 Teaching and Assessing Students with Mild/Moderate Disabilities**
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.
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- EDUC 676 Policies and Issues in Education for Diverse Learners with Disabilities**
Survey of current issues and trends in the psychology and education of students with learning handicaps, e.g., "mainstreaming" theoretical instructional systems, use of research findings in program implementation, counseling, career guidance, and program evaluation, with emphasis on history and practices of bilingual education including organizational models and instructional strategies.
-
- EDUC 677 Psychological Services in the Schools**
Preparation for advanced internship in school psychology. This course emphasizes further role development, professional ethics and conduct, legal aspects of the practice of school psychology principles and techniques of supervision, and selected topics in assessment and intervention.
Prerequisite: EDUC 656
-
- EDUC 678 Diagnostic Assessment and Remediation of Special Learning Problems**
In depth study of learning-related processes and practices in assessment techniques used by the school psychologists to assess learning-related problems and plan for their prevention and remediation.
Practice required.
Lab fee required.
-
- EDUC 679 Assessment of Emotional and Behavioral Disorders**
This course emphasizes various procedures, techniques and tests useful in assessing the emotional and behavioral status of school-age individuals. Special attention will be given to assessing children and youth using a multicultural/pluralistic perspective. Practice required.
Lab fee required.
-

EDUC 681	Special Issues and Practices in School Psychological Service Delivery This course covers advanced issues and recommended practices in the delivery of psychological services in elementary and secondary school settings. Among the topics included are program evaluation, serving culturally and linguistically diverse (CLD) students, serving students with selected low-incidence handicaps, and assessment and programming of preschool populations. Additional topics in learning and cognition will be addressed.
EDUC 683	Advanced Behavioral Intervention Strategies This course builds on theories and techniques of individual and group counseling. Emphasis is placed on training school psychologists in the use of functional behavioral analysis, cognitive analysis, program evaluation, positive behavioral intervention, and cognitive/cognitive behavioral intervention approaches with school-age individuals.
EDUC 684	Mental Disorders in Children and Adolescents Study of relevant theories and major patterns of mental disorders in school-age individuals. Special Education criteria related to behavioral and emotional disorders also included.
EDUC 686	Educational Leadership The focus of this course is on the educator as leader and change facilitator. Leadership theory, effective communication, effective group facilitation, community relations, and personnel functions are stressed. Candidates explore methods to articulate a vision consistent with well-developed educational philosophy and ways to lead and empower individuals and groups to accomplish common goals and objectives aimed at continuous methods of school improvement.
EDUC 687	Field Work in School Counseling Work in this area will be developed around supervised on-site practicum experiences and seminar sessions on campus. Supervised field work experiences will focus upon the direct application of classroom knowledge and training. Enrollment limited to advanced candidates. An application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course; the CBEST must have been passed, and a minimum of nine courses in the counseling sequence completed. Credit/No Credit. Prerequisite or concurrent enrollment in EDUC 668.
EDUC 688 1 sem. hr.	Master's Thesis II A continuation of EDUC 659 for students who have not completed their master's thesis.
EDUC 689 1 sem. hr.	Master's Thesis III A continuation of EDUC 688 for students who have not completed their master's thesis. Students must complete the thesis during this course. Prerequisite: EDUC 689
EDUC 690	Field Work in School Psychology On-site supervised field work experiences 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. On-campus seminar sessions are held regularly throughout the semester. 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. Consent of School Psychology Coordinator required.
EDUC 691 0 sem. hrs.	Teacher Performance Assessment This culminating experience for the Master of Arts in Elementary Education or the Master of Arts in Secondary Education is usually taken during, or immediately following the last semester of coursework completion. You are required to complete a final entry to your professional portfolio generated in either EDUC 510, 512, or 622, the student teaching/assessment course. Candidates should register for the specific section required for their program. Credit/No Credit. Admission by consent of Coordinator.

EDUC 692	Behavior & Classroom Management Techniques for Teachers Explores current, alternative approaches to classroom discipline, management and organization. Focuses on how teacher behavior, the learning task and the classroom environment affect student behavior.
EDUC 693 2 sem. hrs.	Field Experience in Administration I An internship designed to develop the student's competence in performance of administrative and management functions. Candidates participate in significant field experiences designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic and diverse settings. Credit/No Credit.
EDUC 694 2 sem. hrs.	Field Experience in Administration II An extension of the internship described for EDUC 693. The candidate continues to complete and document field experiences that include intensive experiences both in the day-to-day functions of administrators and in long-term policy design and implementation. A site visit by the University representative and a positive recommendation by a practicing administrator supervising the candidate in field experiences is required for the Administrative Services Credential. Credit/No Credit. Prerequisite: EDUC 693.
EDUC 695 0 sem. hrs.	Comprehensive Examination The Comprehensive Examination is usually taken during, or immediately following, the last semester of coursework completion. It may be a written and/or oral examination. Candidates should register for the specific section required for their program. Credit/No Credit. Consent of Coordinator required.
EDUC 696	Supervised Internship in School Psychology I Internship in public school, an educational center, or an educational clinic under the direct supervision of a certified school psychologist or licensed educational psychologist. Experiences include the full range of tasks to be performed by a school psychologist. (Application for fingerprint clearance must be submitted at least two semesters prior to enrolling in this course). Credit/No Credit.
EDUC 697	Supervised Internship in School Psychology II An extension of the internship described for EDUC 696. May precede EDUC 696 in the sequence with approval of the Program Coordinator. Credit/No Credit.
EDUC 698	Special Studies Subject matter and credit by arrangement.
EDUC 699	Independent Studies Subject matter and credit by arrangement.

Department of Marital & Family Therapy

(Clinical Art Therapy)

Office Location: Foley, Rooms 303 thru 306
Telephone: (310) 338-4562
Fax: (310) 338-7727

Debra Linesch, Ph.D., M.F.T., A.T.R., Chair
Paige Asawa, M.A., M.F.T., A.T.R.

■ INTRODUCTION

The Department of Marital and Family Therapy (Clinical Art Therapy) offers the Master of Arts degree in Marital and Family Therapy. The purpose, admission requirements and program requirements are described in the pages that follow.

Master of Arts in Marital and Family Therapy

FACULTY

Associate Professor:

Debra Linesch, Chairperson, Ph.D., Union Institute, M.F.T., A.T.R.

Visiting Assistant Professor:

Paige Asawa, M.A., Loyola Marymount, M.F.T.

Lecturers:

Janet Carnay, M.A., Loyola Marymount

Vallerie Colman, Ph.D., California School of Professional Psychology

Rita Coufal, M.A., Loyola Marymount, M.F.T., A.T.R.

Carla Cross, M.A., Loyola Marymount, M.F.T.

Philip Levin, Ph.D., California School of Professional Psychology

Supervisors:

Supervisors are approved by the Department and are registered by the American Art Therapy Association. Agency supervisors are licensed psychotherapists from a variety of disciplines.

Mission Statement

The Department offers a graduate program leading to a Master of Arts in Marital and Family Therapy training clinicians to work in facilities providing psychological therapeutic services such as: community mental health centers, family counseling agencies, psychiatric hospitals, general hospitals, therapeutic and public schools, residential treatment facilities, drug, alcohol and rehabilitation centers.

The Department provides two and three year programs of rigorous academic work combined with a clinical internship of a minimum of 856 hours and 428 hours of direct client contact.

Initiated at Immaculate Heart College in 1974 as the Department of Clinical Art Therapy, the Department moved to Loyola Marymount in 1980. The program is approved by the American Art Therapy Association and the National Association of Schools of Art and Design. The Marital and Family Therapy (Clinical Art Therapy) curriculum is designed to meet the academic requirements established by the Board of Behavioral Science Examiners of the State of California for the M.F.T. license and the academic requirements required for registration (ATR) with the American Art Therapy Association.

- A Bachelor's degree from an accredited institution with a GPA of 3.0 ("B") average or higher.
- Prerequisites in Art and Psychology.
Art requirements: a) one semester drawing or design; b) two semesters painting; c) one semester sculpture; and d) one other semester of sculpture or ceramics. If an art course was completed on a quarter system, an extra quarter per course is required.
Psychology requirements: a) Theories of Personality; b) Developmental or Child or Adolescent Psychology; c) Abnormal Psychology, d) plus another psychology course of the student's choice.
- Satisfactory score on the Miller Analogies Test (MAT).
- Autobiography with emphasis on personal life experiences rather than educational or occupational information.
- Portfolio of art work.
- Personal interview.
- A \$250 deposit must accompany your letter of acceptance within 15 days of notification by the University of your admittance into the program. The deposit is applied toward tuition and is non-refundable.
- Admission is on a rolling basis.

Department
of
Marital
and
Family
Therapy
(Clinical
Art
Therapy)

Program Requirements

The Master of Arts degree will be granted upon satisfactory completion of a minimum of 51 units. A total of eleven practicum units are applied towards the required total units (semester hours) of credit.

The internship fulfills a minimum of 856 hours with 428 direct client contact hours. The internship includes a minimum of two hours a week of supervision. This is provided by a licensed psychotherapist and an art therapist who is approved by Loyola Marymount University.

Students enrolled in the full-time day Master of Arts in Marital and Family Therapy program will complete the degree requirements in two years. A three year day program is also available.

Students are required to maintain a "B" grade point average in both classroom and internship tracks.

The Department takes seriously its role in the training of therapists. The personality as well as the intellectual capability of each student is carefully evaluated. In light of this, a student may be disqualified from the program for factors other than grades.

Students are required to receive personal psychotherapy during the first two semesters in the program.

Faculty members are practicing clinicians. The courses they teach are directly related to their work experience and area of expertise.

Course Work Sequence

FIRST SEMESTER (Fall)	MFTH 600	Art Therapy Literature	2 units
	MFTH 602	Fundamentals of Marriage/Family Systems	2 units
	MFTH 604	Child Development/Art Psychotherapy:Theory and Practice	3 units
	MFTH 635	Psychopathology/Psychological Tests	3 units
	MFTH 615	Group Dynamics/Media	<u>3 units</u>
			13 units
SECOND SEMESTER (Spring)	MFTH 606	Adolescent Art Psychotherapy/Development/Pathology	2 units
	MFTH 607	Adult Art Psychotherapy/Drug and Alcohol Treatment	3 units
	MFTH 608	Theories of Marriage and Family Art Therapy	4 units
	MFTH 612	Marriage and Family Art Psychotherapy: Issues and Applications	3 units
	MFTH 617	Practicum/Supervision I	<u>3 units</u>
			15 units
THIRD SEMESTER (Fall)	MFTH 618	Practicum/Supervision II	4 units
	MFTH 630	Marriage/Family Art Psychotherapy: Clinical Studies	3 units
	MFTH 621	Cultural & Ethnic Issues in Marriage/Family/Art Psychotherapy	3 units
	MFTH 691	Research Methodology	<u>2 units</u>
			12 units
FOURTH SEMESTER (Spring)	MFTH 619	Practicum/Supervision III	4 units
	MFTH 614	Seminar: Professional Ethics	3 units
	MFTH 696	Research/Clinical Paper	3 units
	MFTH 616	Human Sexuality	<u>1 unit</u>
			11 units
Total Units			51 units

Course Descriptions

Department
of
Marital
and
Family
Therapy
(Clinical
Art
Therapy)

MFTH 600 2 sem. hrs.	Art Therapy Literature Comparative study of art therapy and its history in relation to theory and application.
MFTH 602 2 sem. hrs.	Fundamentals of Marriage/Family Systems An introduction to the systems approach to therapeutic intervention. The evolving profession of art therapy is addressed within its historical systems context and as a developmental process as is marriage and family therapy. A variety of family structures including traditional and non-traditional forms are studied. This course focuses on literature, research, and clinical implications for the marital and family art psychotherapist.
MFTH 604 3 sem. hrs.	Child Development/Art Psychotherapy: Theory and Practice Theories of Freud, Erikson, Piaget, and Lowenfeld are critically surveyed. Normal child development, psychopathology and clinical art therapy theory, literature, and treatment approaches are coordinated.
MFTH 606 2 sem. hrs.	Adolescent Art Psychotherapy/Development/Psychopathology Continuation of MFTH 604. Within a family context, this course coordinates normal adolescent development, psychopathology and art therapy. Theoretical and practical aspects of treatment are explored. Case material includes slide illustrations and discussion.
MFTH 607 3 sem. hrs.	Adult Art Psychotherapy/Drug and Alcohol Treatment Normal adult development and clinical art therapy and psychiatric theories for dysfunctional adults are presented. Family, marital, individual, and group treatment strategies are addressed. Emphasis is placed on the differential approach between psychiatric hospital, day treatment, and out-patient settings, and includes one unit (15 hours) of theories and applications of drug and alcohol treatment.
MFTH 608 4 sem. hrs.	Theories of Marriage and Family/Art Therapy History of the field. Within a conceptual framework of systems theory in marital and family treatment, major theories are surveyed including psychodynamic, structural, strategic, communications, and experiential. These are integrated with clinical art therapy theories of family evaluation and treatment.
MFTH 612 3 sem. hrs.	Marriage and Family Art Psychotherapy: Issues and Applications Study of various concepts of psychotherapy through didactic and experiential methods. Includes a focus on effective approaches to communications as well as problematic issues of the treatment process.
MFTH 614 3 sem. hrs.	Seminar: Professional Ethics Issues in law and ethics for marriage and family art therapists and clinical art therapists, such as licensure, certification, values, legal and ethical responsibilities, malpractice, and confidentiality. Development of identity as a professional.
MFTH 615 3 sem. hrs.	Group Dynamics/Media Theory and practice of group art psychotherapy. The dynamics of group therapy are focused on including group process, group formation and maintenance, leadership styles, therapeutic factors, and group stages of development. Various theoretical approaches integrate experiential exercises and the exploration of art media.

MFTH 616	Human Sexuality
1 sem. hr.	A survey of human sexuality. Ethical and professional issues in the assessment and treatment of sexual disorders. Review of the research literature.
MFTH 617	Practicum/Supervision I
3 sem. hrs.	Internship includes 2 individual weekly supervisions by a licensed psychotherapist and a clinical art therapist. Students attend institutional training seminars and appropriate staff meetings. A minimum of 16 hours per week for 18 weeks in the field is required. Internships include work with children/adolescents/adults/ geriatrics within a marital and family context. The following types of institutional setting are available: outpatient clinics and community mental health centers, residential treatment (including abused children), therapeutic and public schools, rehabilitation centers, psychiatric in-patient, and day-treatment hospital settings. The practicum includes a variety of ethnic minority populations.
MFTH 618	Practicum/Supervision II
4 sem. hrs.	Refer to Practicum/Supervision I. Requires a minimum of 20 hours per week for 18 weeks.
MFTH 619	Practicum/Supervision III
4 sem. hrs.	Same as course description for MFTH 618.
MFTH 621	Cultural and Ethnic Issues in Marriage/Family/Art Psychotherapy
3 sem. hrs.	Multicultural values in psychotherapy and counseling are explored. Racial and ethnic factors are examined in the therapeutic process.
MFTH 630	Marriage/Family Art Psychotherapy: Clinical Studies
3 sem. hrs.	Advanced studies in marriage and family art psychotherapy including the exploration of a range of treatment interventions and strategies from a variety of theoretical viewpoints. Videotape and/or live supervision of cases where possible.
MFTH 635	Psychopathology/Psychological Tests
3 sem. hrs.	Psychopathology as stated in DSM IV. Course includes psychological tests: Rorschach, Thematic Apperception Test, House-Tree-Person, and Bender Gestalt.
MFTH 691	Research Methodology
2 sem. hrs.	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 sem. hrs.	The student carries out a research project and writes a research report under the direction of a faculty member. Requires consent of instructor.
MFTH 698	Special Studies
	Contact Department Chairperson for details.
MFTH 699	Independent Studies
	Contact Department Chairperson for details.

Department
of
Marital
and
Family
Therapy
(Clinical
Art
Therapy)

College of Science & Engineering

Master of Science, Master of Science in Engineering & Certificate Programs

College of Science and Engineering
Office Location: Pereira Hall, Room 1
Telephone: (310) 338-2834
Fax: (310) 338-7339

Gerald S. Jakubowski, Ph.D., P.E., Dean
 W. Thomas Calder, M.S., Associate Dean

■ INTRODUCTION

The College of Science and Engineering offers Certificate Programs and the Master of Science (M.S.) and Master of Science in Engineering (M.S.E.) degrees. The M.S. degree is offered in the areas of Computer Science, Environmental Science, and Engineering and Production Management. The M.S.E. degree is offered in the areas of Civil, Electrical and Mechanical Engineering. The Certificate Programs are offered in Mechanical Engineering and Engineering and Production Management.

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

Degree Programs in Civil Engineering & Environmental Science

Graduate Director: James Foxworthy, Ph.D.
Office Location: Pereira Hall, Room 56
Telephone: (310) 338-2828
Fax: (310) 338-5896

FACULTY

Professors:

James E. Foxworthy*, Department Director of
 Graduate Studies, Ph.D., Southern California
 Michael E. Mulvihill*, Ph.D., California, Los Angeles
 Joseph C. Reichenberger* M.S.C.E., Southern California
 William J. Trott*, Chairperson, Ph.D., California,
 Los Angeles

Associate Professor:

Michael E. Manoogian, Ph.D., Southern California

Lecturers:

George Dinius, B.S., Loyola Marymount
 John Dorsey, Ph.D., Melbourne
 Joseph G. Haworth, Jr.*, M.S., Stanford
 Donald Kendall*, Ph.D., California, Los Angeles
 Ranajit Sahu, Ph.D., California Institute of Technology

*Registered Professional Civil Engineers

The Department of Civil Engineering and Environmental Science provides opportunity for graduate education in the areas of Environmental Engineering and Environmental Science, primarily on a part-time basis through evening classes. The program is intended for students with a Bachelor's degree in Engineering or the Sciences. The objective of the program is to provide the necessary educational background needed by engineers and scientists who will be coping with the complex problems of water and air pollution, flood control, water supply, hazardous materials management, and overall environmental management.

Degree Programs in Civil Engineering and Environmental Science

Admission Requirements

Admission into the program is in strict conformity with the requirements for all graduate students. Upon review of the student's undergraduate and professional preparation, additional admission requirements may be set by the Civil Engineering Graduate Studies Committee of the Department.

Program Requirements

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

1. Possess an undergraduate Engineering degree or pass the Fundamentals of Engineering examination given by the State of California. Students who do not qualify under this condition will receive the Master of Science degree in Environmental Science upon completion of the program.
2. Complete with a 3.0 ("B") average a minimum of 30 semester hours of which, according to major, 16 to 18 hours must be selected from the core courses listed below and 12 to 14 hours must be elective courses.

Core Courses (16-18 Semester Hours)

- ENVS 510 Chemistry for Environmental Engineers
- ENVS 533 Aquatic Chemistry
- ENVS 544 Applied Microbiology
- ENVS 631 Principles of Water Quality Management
- ENVS 645 Environmental Engineering Laboratory
- CIVL 504 Applied Fluid Mechanics*
- CIVL605 Engineering Communications
- CIVL620 Computers and Environmental Analysis
- CIVL643 Unit Operations and Processes for Water and Wastewater Treatment**

<p>*Required – Science Majors **Required – Engineering Majors</p>
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Elective Courses (12-14 Semester Hours)

- CIVL504 Applied Fluid Mechanics
- CIVL 510 Open Channel Hydraulics
- CIVL511 Hydraulic Analysis and Design
- CIVL 512 Air Pollution Analysis
- CIVL514 Groundwater Hydrology
- CIVL 515 Industrial Waste Management
- CIVL548 Hazardous Substances Management
- CIVL549 Hazardous Substances Remediation
- CIVL550 Fundamentals of Environmental Health Risk Assessment
- CIVL 610 Water Treatment Systems Design
- CIVL611 Wastewater Treatment Systems Design
- CIVL 615 Theory and Design of Waste Outfall Systems
- CIVL634 Groundwater Management
- CIVL 656 Water Resource Systems Modeling
- CIVL665 Economics of Water Resources
- CIVL670 Contracts and Specifications
- ENVS 500 Geology
- ENVS 513 Solid Wastes Engineering
- ENVS 515 Environmental Impact Reports
- ENVS 518 Applied Oceanography
- ENVS 625 Inland Waters

3. Demonstrate competence in fundamentals of computer programming.
4. Successfully complete the Comprehensive Examination.
5. Elective courses in other departments may be taken with the consent of the Civil Engineering and Environmental Science Department.
6. Thesis Option. With the consent of the Department, the student may elect a thesis. The thesis may satisfy up to 8 units of the elective requirements. The student may enroll for a maximum of 4 units of Master's Thesis in any given semester (CIVL695 Thesis). The student electing the thesis option must obtain a thesis advisor before Departmental consent will be considered. Formal requirements may be obtained from the Department.

Course Descriptions

Degree
Programs
in Civil
Engineering
and
Environmental
Science

CIVL 504 2 sem. hrs.	Applied Fluid Mechanics Fundamentals of fluid mechanics, and review of the underlying mathematical principles, viscosity, fluid statics, conservation of mass, energy equation. Momentum principle, fluid flow in pipes, hydraulic machinery. Prerequisite: Permission of Instructor.	Offered: Spring Term
CIVL 510 4 sem. hrs.	Open Channel Hydraulics Study of the steady uniform and non-uniform flow in open channels; design of channels, transitions, confluences and culverts. Study of the elements of the hydrologic cycle related to open channel systems including rainfall runoff models; analysis and design of reservoirs and dams, reservoir routing. Prerequisite: Fluid Mechanics	Offered: Fall Term
CIVL 511 4 sem. hrs.	Hydraulic Analysis and Design Analysis and design of hydraulic structures; hydraulic machinery; water hammer; flood routing techniques; and sediment transport. Prerequisite: Fluid Mechanics	Variable offering
CIVL 512 2 sem. hrs.	Air Pollution Analysis Detailed analysis of emission sources, emission calculation methods, and air pollution controls. The dispersion of air pollutants in the atmosphere (fates and lifetimes, dispersion modeling methods). In-depth techniques of conducting risk assessments due to exposure to air pollutants.	Variable offering
CIVL 514 4 sem. hrs.	Groundwater Hydrology Theory of the movement and occurrence of water in a porous medium; steady and unsteady flow in confined and unconfined aquifers; Darcy's law; equilibrium and nonequilibrium hydraulics of wells; computer applications. Prerequisite: Fluid Mechanics	Variable offering
CIVL 515 2 sem. hrs.	Industrial Waste Management The theory of turbulent mixing as applied to the design of submarine waste and thermal outfall systems; a review of the California Ocean disposal plan and its effects on the design of outfall systems. Prerequisite: ENVS 510, ENVS 631, and undergraduate fluid mechanics.	Variable offering
CIVL 548 2 sem. hrs.	Hazardous Substances Management The study of regulation and management strategies for environmental programs (hazardous substances) including hazardous waste, asbestos, underground tanks, air pollution, and the California Environmental Quality Act.	Variable offering
CIVL 549 2 sem. hrs.	Hazardous Waste Remediation 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 and emerging technologies for hazardous waste site clean-up projects.	Variable offering
CIVL 550 2 sem. hrs.	Fundamentals of Environmental Health Risk Assessment The fundamental technical aspects and non-technical policy aspects of environmental health risk assessments. Basics of environmental chemistry; partitioning, fate and transport of pollutants in the atmosphere and water; human exposure scenarios, fundamentals of toxicology and epidemiology.	Variable offering
CIVL 598 1-4 sem. hrs.	Special Studies	
CIVL 599 1-4 sem. hrs.	Independent Studies	

CIVL 600	Comprehensive Examination	
0 sem. hrs.		
CIVL 605	Engineering Communications	
2 sem. hrs.	Written and verbal communication in the engineering profession. Prerequisite: Students for whom English is a second language may not enroll in this class until their second year at LMU.	Offered: Fall Term
CIVL 610	Water Treatment Systems Design	
2 sem. hrs.	Integration of unit processes and operations and functional engineering design of water treatment systems. Prerequisites: ENVS 610, CIVL643	Variable offering
CIVL 611	Wastewater Treatment Systems Design	
2 sem. hrs.	Integration of unit processes and unit operations and functional engineering design of municipal wastewater treatment and water reclamation systems. Prerequisites: ENVS 610, CIVL643	Variable offering
CIVL 615	Theory and Design of Waste Outfall Systems	
2 sem. hrs.	Principles and methods of treatment and disposal of industrial wastes that may adversely affect the environment, including general characterization of wastes from industries of major significance and typical treatment processes involved. Regulatory constraints. Prerequisites: ENVS 510, ENVS 631	Variable offering
CIVL 620	Computers and Environmental Analysis	
2 sem. hrs.	Applications of digital simulations in the analysis of problems in the environment, water quality modeling, numerical methods, statistical analysis, and use of a large scale application program.	Offered: Fall Term
CIVL 634	Groundwater Management	
2 sem. hrs.	Management of groundwater basins for optimum yield, quality, and environmental considerations; artificial recharge; methods of exploration; groundwater models; water rights; and conjunctive use of surface and groundwater.	Variable offering
CIVL 643	Unit Operations and Processes for Water and Wastewater Treatment	
4 sem. hrs.	Theory of the physical, chemical, and biological unit operations and processes for water and wastewater treatment; industrial water and wastewater problems; and advanced wastewater treatment processes. The integration of individual processes into practical treatment trains is discussed. Prerequisite: ENVS 544, ENVS 631, CIVL504 or equivalent	Offered: Fall Term
CIVL 656	Water Resources Systems Modeling	
2 sem. hrs.	Analyze and implement current simulation models in water resources. Topics may include: hydrologic and watershed models; reservoir operation models; surface water and groundwater quality models; computer applications. Prerequisite: Permission of instructor.	Variable offering
CIVL 665	Economics of Water Resources	
2 sem. hrs.	Fundamentals of microeconomics; analysis of demand; production; theory of costs; welfare economics; benefit-cost analysis; applications in water resources management and environmental engineering.	Variable offering
CIVL 670	Contracts and Specifications	
2 sem. hrs.	Discussion of the design and construction process, the contract documents and specifications, and selection of the design professional and professional service contracts.	Variable offering
CIVL 695	Master Thesis	

CIVL 698	Special Studies	
CIVL 699	Independent Studies	
ENVS 500 2 sem. hrs.	Geology Atmospheric, aqueous, and igneous agencies; river and marine deposits, glacier, earth movement, volcanos, earthquakes. Emphasis placed on factors affecting engineering projects; field trips.	Offered: Fall Term
ENVS 510 2 sem. hrs.	Chemistry for Environmental Engineers Review of inorganic chemistry with particular emphasis on solution equilibria and gas-solid solution interaction. Prerequisite: Undergraduate chemistry.	Offered: Fall Term
ENVS 513 2 sem. hrs.	Solid Wastes Engineering An application of current technology in the control, disposal, and recovery of value from solid wastes.	Variable offering
ENVS 515 2 sem. hrs.	Environmental Impact Reports An engineering prospective of managing projects through the California Environmental Quality Act (CEQA) process.	Variable offering
ENVS 518 2 sem. hrs.	Applied Oceanography A study of the physical, chemical and biological characteristics of the oceans which must be considered in the design of wastewater outfalls, marine structures, etc. Prerequisites: Adequate mathematics/science background.	Variable offering
ENVS 533 2 sem. hrs.	Aquatic Chemistry Kinetics, Equilibrium and solubility concepts applied to natural water systems. Oxidation-Reduction in the aquatic environment. Prerequisite: ENVS 510	Offered: Spring Term
ENVS 544 2 sem. hrs.	Applied Microbiology Emphasis on physical and biochemical aspects of bacterial metabolism and behavior as applied to environmental engineering; kinetics and energetics of microbial growth. Prerequisites: ENVS 510, ENVS 631	Offered: Spring Term
ENVS 625 2 sem. hrs.	Inland Waters The structure of and movement of water in lakes, rivers, and estuaries; cyclical and progressive changes of the physical, chemical, and biological composition of aquatic systems are discussed along with an explanation of lake remediation techniques. Prerequisites: ENVS 510, ENVS 644	Variable offering
ENVS 631 2 sem. hrs.	Principles of Water Quality Management Review of basic parameters used to describe water quality. Fundamentals of aquatic interaction in natural systems and fate of pollutants in the natural environments. Basic water and wastewater treatment systems. Prerequisite: Introductory calculus, basic physics and chemistry.	Offered: Fall Term
ENVS 645 2 sem. hrs.	Environmental Engineering Laboratory The application of standard tests to determine the chemical and biological quality dimensions in aquatic systems. Prerequisites: ENVS 510, ENVS 544, ENVS 631 Offered: Spring Term	

Degree Programs in
***Electrical Engineering &
Computer Science***

Degree
Programs
in
Electrical
Engineering
and
Computer
Science

Graduate Director: Paul Rude, Ph.D.
Office Location: Doolan Hall, Room 106
Telephone: (310) 338-5101
Fax: (310) 338-2782

FACULTY

Professors:

Philip M. Dorin, Ph.D., California, Los Angeles
Tai-Wu Kao, Ph.D., Utah
John A. Page, Chairperson, Ph.D., California, Los Angeles
Paul A. Rude, Department Director of Graduate Studies, Ph.D., Pittsburgh

Associate Professors:

Anthony S. Karrer, Ph.D., Southern California
Raymond J. Toal, Ph.D., California, Los Angeles
Nazmul Ula, Ph.D., California, Davis

Assistant Professors:

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

Lecturers:

Stephanie August, Ph.D., California, Los Angeles
Terry Benson, B.S.E.E., Loyola Marymount
Dondi Dionisio, Ph.D., California, Los Angeles
Anil Katak, Ph.D., Southern California
Donald Lanzinger, M.S., Fullerton State
Amir Mostafavi, Ph.D., Southern California
Peter Pawlowski, Ph.D., Southern California

Mission Statement

The Master of Science programs in Electrical Engineering and Computer Science are designed to provide theoretical knowledge as well as practical applications in the areas of communication systems, computer software systems theory and engineering, and computer systems engineering. Through these programs, working engineers are given an opportunity to continue their education on a part-time basis.

Admission Requirements

Students seeking admission should have completed an undergraduate program in electrical engineering, computer science, or a closely related field. To be considered for admission, students must submit an application, a statement of intent, and transcripts. Letters of recommendation and the Graduate Records Exam (G.R.E.) are optional. Additional coursework may be recommended or required as a condition of admission.

During the first semester of attendance, the student should prepare a program of study with a faculty advisor. A degree candidate is required to complete, with an average grade of at least 3.0 ("B"), a program of study that may include prerequisite undergraduate-level coursework, and that must include thirty or more semester hours of graduate-level coursework, as deemed appropriate by the advisor in consultation with the department. Of the graduate-level coursework, at least fifteen semester hours are to be in 600-level courses. Applicable courses generally include both CMSI and ELEC courses offered by this department, as well as appropriate courses from mathematics or other disciplines.

Computer Science

Entrance Preparation: An applicant to the MS Program in Computer Science is assumed to have an undergraduate degree in Computer Science or Mathematics, Science or Engineering. The undergraduate program should include, at least, the following subject areas:

- Introduction to Computer Science (CMSI 182)
- Data Structures and Algorithms (CMSI 281)
- Computer Program Systems (CMSI 284); and
- Programming Languages (CMSI 386)

These courses need not be taken at Loyola Marymount University. However, the student should make certain that courses taken elsewhere will satisfy the above requirements.

A Master of Science (M.S.) degree is offered in Computer Science. In addition to prerequisite courses and at least fifteen semester hours at the 600 level, including CMSI 601, the following courses are required:

1. Theory of Computation (CMSI 583 or equivalent)
2. Programming Languages (CMSI 585 or equivalent)
3. Operating Systems (CMSI 587 or equivalent)
4. Compiler Construction (CMSI 588 or equivalent)
5. Introduction to Microprocessors II (ELEC 584 or equivalent)

One or more of these required courses may be waived if the student demonstrates satisfactory completion of a similar course, or competence in the subject matter.

Electrical Engineering

A Master of Science in Engineering (M.S.E.) degree is offered in Electrical Engineering. Programs of study are composed of courses in the areas of VLSI design communications and computer engineering. The program must include at least fifteen hours at the 600 level, including ELEC 601, plus the following courses:

1. Introduction to Microprocessors II (ELEC 584 or equivalent)
2. Probability and Random Processes (ELEC 532 or equivalent)
3. Introduction to Communication Systems (ELEC 521 or equivalent)

One or more of these required courses may be waived if the student demonstrates satisfactory completion of a similar course, or competence in the subject matter. Waived courses will be replaced by electives at the 500 or 600 level.

Course Descriptions

Computer Science

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

CMSI 583 Theory of Computation

Finite automata, regular expressions, pushdown automata, context free languages; Turing machines and unrestricted grammars; computability and decidability; complexity and intractability; introduction to the theory of NP-completeness.

CMSI 585 Programming Languages

Study of major programming languages, concepts, features, and implementation. Topics include: scope and extent, procedures and functions, types, modules, exception handling, concurrency, object-oriented programming, logic programming, and semantics. Examples are taken from Ada, ML, Prolog and Smalltalk.

CMSI 587	Operating Systems Topics in the design of digital computer operating systems with emphasis on large-scale multiprocessing, multiprocessing and distributed environments. Topics include process scheduling, interprocess communication, I/O management, virtual memory management, file systems, and network, distributed, and real-time operating systems.
CMSI 588	Compiler Construction Topics in the theory and design of compilers and interpreters for high-level programming languages, including scanners and scanner-generators; context-free grammars and pushdown automata; parser construction; intermediate representations; error recovery; code generation; optimization and data-flow analysis. Prerequisite: CMSI 583, CMSI 585.
CMSI 598 1-3 sem. hrs.	Special Studies
CMSI 599 1-3 sem. hrs.	Independent Studies Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two Independent Studies courses may be applied towards the Master's degree.
CMSI 601	Graduate Seminar Project-based seminar in which students will be required to select, research, write about, and discuss some aspect of a broad area of current interest to computer scientists and electrical engineers (e.g., computer networks, digital communication). Prerequisites: Successful completion of coursework and the endorsement of the faculty advisor. (The seminar can be taken during the final semester of coursework subject to the approval of the faculty advisor.)
CMSI 641	Software Engineering Development of large-scale software systems which are reliable and easily maintainable. The course covers each step of the development process from the initial needs analysis through design and implementation to final testing and maintenance. Prerequisites: CMSI 585 and CMSI 587
CMSI 671	Computer Graphics Topics in computer graphics, including: raster display systems, interactive computer graphics and user interface design, object modeling, transformations, synthetic image generation, animation, image processing and fractal geometry.
CMSI 673	Distributed and Concurrent Programming Study of paradigms and languages for concurrent and distributed computing. Topics include concurrent programming foundations; Win32 processes and threads; Java threads, networking and RMI; Ada 95 tasks, protected objects, real-time and distributed systems; COM and CORBA.
CMSI 674	Topics in Operating Systems Topics include concepts and design issues in distributed operating systems and UNIX implementation. Prerequisite: CMSI 587
CMSI 675	Declarative Programming Languages A survey of theoretical foundations and computer languages for functional and logic programming, with examples from LISP, Scheme, Haskell, ML, FL, and Prolog. Prerequisite: CMSI 585
CMSI 677	Introduction to Artificial Intelligence Introduction to the field of artificial intelligence. Topics include: problem solving methods; heuristic search and game playing; knowledge representation, frames, inheritance and commonsense reasoning; neural nets and genetic algorithms; and machine learning.
CMSI 682	Knowledge-Based Systems Detailed study of design and implementation of knowledge-based systems. Topics include: logic and theorem proving; deduction systems; reaction systems; forward and backward chaining; knowledge acquisition; and explanatory interfaces. Prerequisite: CMSI 677 or consent of professor.

CMSI 685	Natural Language Processing Role of syntax, semantics and pragmatics in human language processing by computers. Topics include: natural language generators and parsers; inference, conceptual analysis; and discourse processing. Prerequisite: CMSI 677 or consent of instructor.
CMSI 686	Database Systems Fundamental concepts in the field of database technology. Topics include: database system structure, semantic data modeling, relational and object-oriented databases, query languages, integrity and security, physical database design, crash recovery, and concurrency. Prerequisite: CMSI 587
CMSI 687	Topics in Theoretical Computer Science Topics from: Computational complexity; theory of formal languages; program schemes, recursion schemes; discrete developmental systems. (May be repeated for credit.) Prerequisites: CMSI 583 and consent of instructor.
CMSI 688	Object Technologies Study of object-oriented philosophy and its applications in software architecture and programming languages. Topics include: object-oriented design, abstraction, inheritance, polymorphism, component models and design patterns. Prerequisites: CMSI 585 or equivalent.
CMSI 689	Computer Networks (See ELEC 687) Concepts in and design of large-scale distributed networks and local area networks, including topologies, standards and protocols.
CMSI 698	Special Studies 1-3 sem. hrs.
CMSI 699	Independent Studies* 1-3 sem. hrs. Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two such courses may be applied towards the Master's degree. *A student wishing to enroll during a given term must submit a proposal to the concerned faculty member at least one month prior to the beginning of that term.

Electrical Engineering

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

ELEC 521	Introduction to Communication Systems The concepts of signal formation, modulation, transmission and reception, and demodulation of signals in noise will be discussed. Prerequisite: ELEC 532 and ELEC 423, or consent of instructor.
ELEC 525	Digital Signal Processing In this class the representation, analysis, and processing of discrete signals are discussed. Topics include sampling, quantization, Z-transform of signal, discrete Fourier and fast Fourier transforms, analysis and design of digital filters, and spectral estimation of random digital signals. Prerequisites: ELEC 371 or equivalent course in linear systems.
ELEC 532	Probability and Random Processes A study of the concepts of probability, random variables and stochastic processes. The topics of correlation, power spectral density, and linear mean-square estimation are included. Applications in communications will be cited. Prerequisite: Senior or Graduate Standing.
ELEC 552	Semiconductor Device Physics In-depth coverage of semi-conductor device physics, including: principle of quantum mechanics, carrier transport phenomena in semiconductor materials, P-N junctions, metal-semiconductor and semiconductor heterojunctions, and MOS transistors. Prerequisite: MECH 212 or equivalent.

ELEC 561	IC Fabrication Processes Overview of processes in manufacture of Integrated Circuits. Topics include: single crystal growth, oxide growth, photolithographic processes, ion implantation and impurity diffusion, metal deposition, and passivation and packaging of chips. Use is made of SUN SparcStations for modeling and simulation. Prerequisites: MECH 212 or ELEC 353 or equivalent.
ELEC 562	Digital System Design with VHDL Computer aided design of digital VLSI (Very Large Scale Integrated) systems using Very High Speed Integrated Circuits (VHSIC) using the VHDL hardware description language. Prerequisites: ELEC 383 or equivalent.
ELEC 563	ASIC Design Topics include programmable logic devices and gate array architectures, programmability of PLDs and gate arrays, field programmable gate arrays (FPGAs) and applications of FPGAs in digital system design. Course includes laboratory experiments and extensive use of Computer Aided Design tools. Prerequisites: ELEC 383 or permission of Instructor.
ELEC 567	Introduction to Digital VLSI Design Custom and semi-custom design of VLSI circuits using standard cells, design methodologies of advanced complementary metal-oxide-semiconductor (CMOS) circuits, and simulation of designed circuits will be emphasized. At the end of the semester, circuits designed by the students will be sent for fabrication through MOSIS and later tested by the students for functionality. Prerequisites: ELEC 383 or permission of Instructor.
ELEC 583	Finite State Machines An introduction to the theory and design of finite state automata and sequential machines. Prerequisites: ELEC 281 or equivalent.
ELEC 584	Introduction to Microprocessors II Design and applications of Intel microprocessors. Topics include: basic concepts, architecture, assembly language programming, interfacing and system design. (Not open to students with credit in ELEC 384.) Prerequisite: ELEC 383 or equivalent course in microprocessors.
ELEC 585	Computer Organization and Architecture System structure of minicomputers and main frame computers. Structured memory based systems; parallel and multiunit processors; introduction to input/output processing. Prerequisite: ELEC 385 or equivalent course in computer system design.
ELEC 598	Special Studies 1-3 sem. hrs.
ELEC 599	Independent Studies 1-3 sem. hrs. Special study areas defined by a student in cooperation with a faculty member and approved by the Department Chairperson. A maximum of two Independent Studies courses may be applied toward a Master's degree.
ELEC 601	Graduate Seminar (See description of CMSI 601.)
ELEC 621	Information Theory and Coding The concepts of information measures and channel capacity are introduced. The applications of Shannon theory to evaluate the effectiveness of practical communication links is developed. Error correction coding and its application in reliable communications are emphasized in this class. Prerequisite: ELEC 532
ELEC 624	Digital Communication Theory This course provides the foundation of digital communication theory. Topics include representation of bandpass signals, frequency and phase shift keying, M-ary signal, detection in additive Gaussian noise channel, intersymbol interference, and efficient signaling with coding. Prerequisites: ELEC 521 and ELEC 532

ELEC 626	Satellite Communication Systems This course provides an introduction to the practical and theoretical analysis of the performance of satellite communications links. Topics in link design, satellite orbit dynamics, antenna gain and coverage, frequency and time division multiple access, component and subsystem nonlinearity, signal format, and error correction coding will be discussed. Prerequisites: ELEC 521 and ELEC 532
ELEC 627	Phase-Lock Techniques for Communication and Control Phase-lock loop concepts, stability, noise response, acquisition, frequency response and topics of applications in coherent communications such as PLLcostas loop, byte synchronization will be discussed. Prerequisite: ELEC 532
ELEC 628	Spread Spectrum Systems The system performance and signal design of spread communication systems will be discussed. Topics addressed are frequency hopping and direct sequence systems and their performance in jamming environment. Prerequisites: ELEC 521, ELEC 532, and ELEC 624 are recommended.
ELEC 631	Numerical Methods in Engineering A course in numerical techniques of computing. Numerical techniques; errors in computing; generation of functions; roots of polynomials, integration techniques; solution of simultaneous linear equations; ordinary differential equations; partial differential equations. (Note: Same as MECH 604)
ELEC 632	Optimization Techniques in Signal Processing An introduction to the theory, analysis, and design of optimum signal processing systems in both discrete and continuous time. Topics include spectral factorization, least-mean-square theory and estimation algorithms, linear signal estimation, Wiener and Kalman filtering, linear prediction, spectral estimation, and matched filtering. Access to computer with MATLAB, Fortran, Pascal, or other high level language compiler for assignments is required. Prerequisite: ELEC 532
ELEC 637	Optical Communication Systems This course presents the analytical basis for understanding and engineering fiberoptic and laser communication systems. Prerequisites: ELEC 521 and ELEC 532
ELEC 651	Communication Electronics Theory and design aspects of analog electronic circuits as applied to the generation, amplification, detection, transmission, and modulation of electrical signals will be discussed. Prerequisite: Undergraduate electronics course.
ELEC 662	Analog VLSI Design Topics in computer-aided design of analog VLSI systems. Topics include: custom and semi-custom design, design methodologies, and simulation of designed circuits. Circuits designed will be fabricated for testing by student. Prerequisite: ELEC 354 and ELEC 383 or equivalent.
ELEC 663	Digital VLSI Design Topics in computer-aided design of digital VLSI systems. Topics include: custom and semi-custom design, design methodologies of advanced CMOS circuits, and simulation of designed circuits. Circuits designed will be fabricated for testing by student. Prerequisite: ELEC 354 and ELEC 383 or equivalent.
ELEC 682	Arithmetic Processors Concepts of number systems, digital numbers algorithms; logic and organization of digital arithmetic processors; conventional arithmetic; algorithm acceleration; floating-point and significance arithmetics; redundant, signed-digit, residue number systems; error detection in digital arithmetic. Prerequisite: ELEC 585 or equivalent.

ELEC 685	Diagnostic Design and Fault-Tolerant Computers Theory and techniques for testing digital circuits and systems, design techniques for fault-tolerant digital systems, test generation for combinational and sequential circuits, self-checking and self-testing circuits, gate-level simulation on a fault-model. Prerequisites: ELEC 584 and ELEC 585
ELEC 686	Microprocessor Applications Applications of microprocessors and microprocessor control in the design of digital and hybrid systems, including digital computer systems. Prerequisite: ELEC 584 or equivalent.
ELEC 687	Computer Networks Concepts in and design of large-scale distributed networks and local area networks, including topologies, standards, and protocols
ELEC 688	Advanced Computer Architecture Design and implementation of reduced instruction set computer architectures. Topics include pipelining, parameter passing, register windows compiling techniques, and comparison with CISC architectures. Prerequisite: ELEC 585
ELEC 689	Advanced Topics in Computer Design Selected topics from microprogramming, performance measurement and chip-slice architectures.
ELEC 698	Special Studies 1-3 sem. hrs.
ELEC 699	Independent Studies 1-3 sem. hrs.

Degree and Certificate Programs in Mechanical Engineering

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*Registered Professional Mechanical Engineers

Mission Statement

The mission of the graduate programs in Mechanical Engineering is to serve engineers desiring to advance their careers by providing modern, professionally rigorous and conveniently administered educational programs leading to Certificates in various Mechanical Engineering disciplines and multidisciplinary areas, and to the Master of Science in Engineering (M.S.E.) degree in Mechanical Engineering.

The department prides itself on making a special effort to offer flexible course sequences and time schedules with convenient evening and Saturday classes in order to make studies possible for both a full-time working engineer and a full-time student.

The programs, which place strong emphasis on industrial relevance, are periodically reviewed by the department's Industrial Advisory Board. The full-time and part-time faculty have extensive industrial experience.

The M.S.E. degree can be obtained upon completion of the three core courses plus two certificate programs, plus either a capstone Project course or two Elective courses. Each certificate program includes three courses. The certificate programs are optional, and can be replaced by six elective courses. The certificate programs, if chosen, must be taken prior to the M.S.E. program. The M.S.E. program provides the balance between the technical and management areas required in contemporary industry.

Admission Requirements

Students seeking admission into this program should have completed an undergraduate curriculum in Mechanical Engineering or a related field from an ABET-accredited university. Computer proficiency is required (Windows, spreadsheets, word processors, engineering software). If, in the judgement of the Mechanical Engineering Graduate Studies Committee, a particular applicant does not have the required background, a series of 'catch-up' courses will be suggested. Upon the successful completion of these courses the applicant would then be admitted into the graduate program. Detailed information about the admission requirements for foreign students is available from the Graduate Admissions Office (phone 310/338-2721).

All courses listed below are 3 semester hours, unless otherwise noted. Each lecture-type course meets once a week.

Requirements for Master of Science in Engineering Degree, major in Mechanical Engineering

The candidate for the degree of Master of Science in Engineering who majors in Mechanical Engineering is required to complete, with a 3.0 ("B") grade-point average, all of the following elements (a through e) of the studies:

- a) The following three core courses:
 - MECH 500 Production Engineering and Total Quality
 - MECH 594 Project Management
 - MECH 604 Engineering Design Mathematics

Note: The course MECH 500 is also a part of several certificate programs. If this course is already taken for a certificate, then another elective course (see requirement "c" below) must be taken to satisfy either the core or the other certificate requirement.
- b) Either two Mechanical Engineering certificate programs selected from the seven certificate programs listed below, (for a total of six courses); or six Mechanical Engineering courses in disciplinary groupings selected by a particular student and the Program Director with the approval of the Mechanical Engineering Graduate Studies Committee, or one certificate program plus three approved courses. Disciplinary grouping may include a maximum of two courses of Independent Studies, MECH 599 or 699. The certificate program, if chosen, must be completed prior to the M.S.E. program.
- c) Either two Elective engineering courses or the Independent Project course MECH 686. The selection of the elective courses must be approved by the Program Director. Possible courses include Mechanical Engineering courses, all Engineering & Production Management courses, and non-restricted Electrical and Civil Engineering and Computer Science courses, or courses transferred from other institutions upon the prior approval of the Program Director.
- d) All 500-level courses must have the grade of at least 3.0 ("B"). The grade for each course transferred from another institution must be at least 3.0 ("B"). The grade for any 600-level course must be at least 2.0 ("C"), provided the overall GPA in the program is at least 3.0 ("B").
- e) A total of 33 semester hours of coursework (30 semester hours if Project option, MECH 686, is selected).

Upon completion of 18 semester hours of course work, which must include MECH 500, MECH 594, and MECH 604, a student is eligible for advancement to candidacy.

Requirements for Certificate Programs

The candidate for any certificate program in Mechanical Engineering is required to complete the three courses listed under that certificate program. The grade in any 500-level course must be at least 3.0 ("B"), the grade in a particular 600-level course must be at least 2.0 ("C"), and the grade-point average for all three courses must be at least 2.7 ("B-"). The certificate will be granted upon the completion of the three courses.

A student completing any certificate program is free to apply for admission to another certificate program, in the M.S.E. program in Mechanical Engineering, or in the M.S. program in Engineering and Production Management if the requirements have been satisfied.

Certificate in Mechanical Design

- MECH 525 Advanced Mechanics of Materials
- MECH 671 The Elements of Design
- MECH 672 The Principles and Methods of Design

Certificate in Materials Engineering

- MECH 516 Materials Selection in Design
 - MECH 618 Electronic Properties of Materials
 - MECH 619 Composites
- A student may elect to replace MECH 618 or MECH 619 with MECH 686, Independent Project, Research in Materials and Engineering.

Certificate in Structural Dynamics

- MECH 536 Shock & Vibration Engineering
- MECH 540 Structural Dynamics
- MECH 638 Random Vibrations

Certificate in Finite Element Methods

- MECH 525 Advanced Mechanics of Materials
- MECH 527 Fundamentals of Finite Element Methods
- MECH 626 Elasticity

Certificate in Systems Engineering

- MECH 500 Production Engineering and Total Quality
- MECH 552 Systems Engineering I
- MECH 650 Systems Engineering II

Certificate in Thermal Engineering

- MECH 558 Propulsion
- MECH 560 Turbomachinery
- MECH 661 Thermal System Design

Certificate in Manufacturing

- MECH 500 Production Engineering and TQ
- MECH 550 CAE/CAM
- MECH 598 Lean Methods

Note: The courses listed under the certificate programs are for guidance only. A student enrolled in any certificate program may petition the Program Director to have any listed course replaced by another course to pursue his/her individual educational goals, or if that course is canceled, or already taken.

Course Descriptions

All courses are 3 semester hours unless otherwise indicated.

Degree
Program
in
Mechanical
Engineering

MECH 500	Production Engineering and TQ (also listed as EGPM 500) Introduction to Total Quality in engineering and production applications. Philosophy, management rules and quantitative methods of TQ, including Design of Experiments, Statistical Process Control, and Process Capability; Case studies of SPC; Deming methods; Quality Awards; ISO9000; team projects.
MECH 516	Materials Selection in Design Application of principles of materials engineering to selection of materials for optimized engineering design; Case Studies in failure analysis.
MECH 525	Advanced Mechanics of Materials General case of bending, combined bending and axial loads, curved bars, energy methods, buckling and elastic stability, inelastic and plastic deformations.
MECH 527	Fundamentals of Finite Element Methods Introduction to finite element methods, its theory and applications. Derivations of single elements; matrix application; meshing loads; and computer exercises.
MECH 536	Shock and Vibration Engineering Harmonic Motion; phasors; vibration terminology; energy basics; single degree-of-freedom systems (free and forced undamped and damped vibration, free and forced transient vibration); Laplace transform; response spectrum; two-degree-of-freedom systems; frequency response; absorbers; normal modes; coordinate coupling; orthogonality; Lagrange's equation; continuous systems (longitudinal and torsional vibration of a rod), approximate & exact solutions; wave propagation.
MECH 540	Structural Dynamics Beam vibration; boundary conditions; modes; approximate & exact solutions; general matrix formulations and interrelationships; decoupling by transformation to modal coordinates; free and forced response; experimental approaches; modal truncation; mode acceleration method; component mode synthesis; formulation of large-order system responses (time and frequency domain); load transform matrices; introduction to finite elements.
MECH 550	CAE/CAM A comprehensive study of manufacturing with a focus on automation, flexible manufacturing, group technology, process planning and design for manufacturability. Principles and applications of computer-aided design; rapid prototyping; CNC; and NC programming.
MECH 552	Systems Engineering I Overview; requirements management; trade studies; Systems Engineering management; integration of large systems with minimum of iterations and high quality and reliability; configuration management; concurrent engineering; design reviews; software supportability.
MECH 558	Propulsion Fluid mechanical and thermodynamic analysis of propulsion systems and components: turbojets, turbofans, ramjets, and rockets.
MECH 560	Turbomachinery Compressor, pump, fan selection and applied theory.
MECH 594	Project Management Concepts and procedures associated with management of an engineering project, including management principles and organizational structures; the project manager and team; planning; cost and scheduling control. (Restricted to graduate students).
MECH 598d	Special Studies 1-3 sem. hrs.

MECH 598e	Lean Methods History of Lean; Prerequisites to Lean: Total Quality and the method of 5 S's; JIT manufacturing (Toyota Production System) versus Lean Enterprise Model (MIT); sources of waste; flexible versus mass versus unit production; the five principles of Lean: value specification, value stream mapping, 7 tools; flow (cycle time, takt time, single-piece flow, level scheduling, TMP, Poka Yoke, Andon boards, point of use, Jidoka, TPM, standardization of optimized work; Kanban-driven pull, and perfection; benefits; Lean versus Mean and human relations; theory of constraints and Lean metrics; Kaizen with six sigma, NUMMI case study. Student project.
MECH 599 1-3 sem. hrs.	Independent Studies Study areas defined by a student in cooperation with a faculty member and approved by the Mechanical Engineering Graduate Studies Committee. Evaluation is made by the faculty member on the basis of written assignments, and a final report or final exam. A maximum of two such courses may be applied towards the Master's degree, and a maximum of one such course may be applied towards any certificate program.
MECH 604	Engineering Design Mathematics (same as ELEC 631) Advanced topic in applied mathematics with computer programming emphasizing numerical techniques. Determinants; matrices and matrix algebra; solution of simultaneous linear equations; characteristic values and vectors, finite difference methods; integration techniques; ordinary and partial differential equations.
MECH 618	Electronic Properties of Materials Theory, properties and device applications of materials from the point of view of their dielectric, electrical, optical, and magnetic behavior.
MECH 619	Composites Forms and properties of resins, fibers and composites; material and structural design and analysis; manufacturing, machining and assembly; quality assurance and testing; metal and ceramic based materials; information resources.
MECH 626	Elasticity Elasticity; elastic stability; plates and shells, application of elasticity equations to engineering problems.
MECH 638	Random Vibrations Classification and description of random data (stationarity, ergodicity, cross-correlation, cross spectra); stationary random process theory (one or two variables, Gaussian distribution, correlation, spectral density); linear input-output relations (single and multiple inputs, ordinary, multiple and partial coherence); statistical error in random data analysis; bias; digital signal processing (FFT, spectra, coherence, aliasing, windowing, averaging); nonstationary data; specifications for testing for structural and equipment survival.
MECH 640	Robotics Classification, kinematics, dynamics and control of robots. End effectors, sensors, machine vision, robot programming, economic and social aspects, industrial applications.
MECH 650	Systems Engineering II Systems Engineering management; risk assessment and management, tools and automation; human-computer interface and human factors; standards and methods of controlling industrial and engineering systems; optimization and reliability of large systems.
MECH 661	The Thermal System Design The disciplines of thermodynamics, fluid mechanics, and heat transfer are reviewed and their principles applied to the analysis and design of engineering systems and components. Topics treated include refrigeration systems; power and propulsion systems; turbomachinery; heat exchangers; solar collectors.
MECH 671	The Elements of Design Review and extension of analysis of mechanical components using plastic, honeycomb, composite, and reinforced materials. Introduction to analysis by fracture mechanics, limit design, creep, and plasticity of nonhomogeneous beams.

MECH 672 The Principles and Methods of Design

Principles of design: problem recognition and formulation. Synthesis (creativity, group dynamics, etc.) analysis and iteration, specifications, cost analysis, scheduling, probability, reliability, optimization, decision theory.

MECH 686 Independent Project or Thesis

A design, analysis or research project formally proposed in writing by the student in cooperation with and approved by the Mechanical Engineering Graduate Studies Committee prior to the beginning of the semester in which the course is taken. This project can be a cooperative effort with industry. Midterm and final written and oral presentations are required.

MECH 698 Special Studies

1-3 sem. hrs.

MECH 699 Independent Studies

1-3 sem. hrs. Study areas defined by a student in cooperation with a faculty member and approved by the Mechanical Engineering Graduate Studies Committee. Evaluation is made by the faculty member on the basis of written assignments, and a final report or final exam. A maximum of two such courses may be applied towards the Master's degree.

Degree Program in Engineering & Production Management

Degree
Program
in
Engineering
and
Production
Management

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

Associate Professors:

Mel I. Mendelson, Director, Ph.D., Northwestern

Lecturers:

Tareq N. Issa, Ph.D., Wichita State
Tim L. Orme, M.S., California State, Northridge
John Poladian, B.S., Loyola Marymount
John G. Stupar, MBA, Claremont

*Registered Professional Mechanical Engineer

Mission Statement

The mission of the Engineering and Production Management (EAPM) program is to educate engineers and managers in the manufacturing and management of globally competitive products for the 21st century. Our goals are to (1) teach product design, manufacturing and concurrent engineering, (2) integrate engineering and business skills for the global economy, and (3) provide a relevant curriculum that meets the changing needs of industry.

The Master of Science degree prepares students to undertake the multi-disciplinary role of the product developer and project manager in technology-intensive organizations. The strength of the program lies in its combination of engineering and business courses. Both the faculty of the College of Science & Engineering and College of Business Administration teach in the program.

A post-baccalaureate certificate program is offered in Total Quality Engineering. Its purpose is to introduce the skills required to manufacture competitive products. Prospective candidates take selected courses from the EAPM program which can be counted toward the M.S. degree.

Admission Requirements

Admission to the EAPM graduate program is competitive. All of the following requirements must be satisfied:

- 1) Bachelor of Science degree in engineering (or a science-related degree) from an ABET accredited program with a GPA of 3.0 ("B") average.
- 2) Three or more years of related industrial work experience.
- 3) Three letters of recommendation from present or former managers, letter of intent, and transcripts from all undergraduate and graduate universities.

Promising applicants who do not satisfy these requirements will be considered for provisional admission based upon their performance on the GRE or GMAT test and/or their classroom performance during their first semester in the program. Acceptance may be contingent upon completion of special undergraduate or graduate engineering, mathematics and computer courses.

The same admission standards are required for the certificate program in Total Quality Engineering. Students seeking to enroll in the certificate program must apply for admission into the EAPM program. Students who complete the certificate and wish to continue their education for an M.S. degree must satisfy all of the normal admission requirements and must be formally admitted into the EAPM program.

The EAPM curriculum is designed to be completed in about two years by a working student taking two courses per semester. The Total Quality Engineering certificate program can be completed within one year. Each course is offered on the LMU Westchester campus once a week for 3 hours in the evenings during the regular semester. Students can be admitted into both the EAPM program and certificate program throughout the academic year. The application deadlines for admission are as follows: **April 15** for the summer session, **July 15** for the fall semester, and **December 15** for spring semester.

Program Requirements

A description of the programs and their requirements are outlined for: (A) Certificate Program in Total Quality Engineering, and (B) Master's Program in Engineering and Production Management.

A. Certificate Program in Total Quality Engineering

This program allows the student to sample courses from the EAPM program that are focused on the manufacturing of robust products. No prerequisite graduate courses are required to enroll in this program. The certificate requires that 9 semester hours (3 courses) are completed with a grade point average of 2.7 or better. Six semester hours are required in the following courses:

EGPM 500 Production Engineering and Total Quality
EGPM 520 Statistics for Quality

The additional 3 semester hours may be selected from one of the following courses:

EGPM 510 Computer-Aided Engineering Applications
EGPM 540 Ethical Engineering Strategies

B. Master's Program in Engineering and Production Management

The M.S. program covers a broad overview of both engineering and business. The candidate for the Master of Science degree in Engineering and Production Management is required to complete at least 33 semester hours (11 courses) with a grade point average of 3.0 ("B") or better. The student must complete: 27 semester hours (9 courses) of required courses, and 6 semester hours (2 courses) of electives in (a) manufacturing management, (b) engineering management, and (c) other selected engineering courses. The curriculum is as follows:

Required courses – 27 semester hours (9 courses)

EGPM 500 Production Engineering and Total Quality
EGPM 510 Computer-Aided Engineering Applications
EGPM 520 Statistics for Quality
EGPM 540 Ethical Engineering Strategies
EGPM 620 New Product Development
EGPM 695 Project or Thesis
MBAA601 The Legal and Ethical Environments of Business
MBAA602 Financial and Managerial Accounting
MBAA607 Operations Analysis and Decision Support Systems (same as EGPM 630)

Electives – 6 semester hours (2 courses) in (a), (b) and (c)

(a) Manufacturing Management

EGPM 600 Manufacturing and Production Engineering
EGPM 622 Design for Manufacturing

(b) Engineering Management

EGPM 594 Project Management
EGPM 698 Special Studies: Advanced Project Management

(c) Other Selected Engineering Courses

Six semester hours (with at least 3 sem. hrs. in a 600-level course) taken in any graduate engineering program including EAPM, Mechanical Engineering, Electrical Engineering/Computer Science, or Civil Engineering/Environmental Science with prior approval from the EAPM Director.

The courses EGPM 500, 510 and 520 should be taken at the start of the program since they are prerequisites for many other courses. Course EGPM 695 must be taken as the last course in the program. The remaining courses can be taken in any order; however, the student should review the recommended course sequence with the EAPM Director. In exceptional cases, one or two courses may be replaced with elective courses if the student can clearly demonstrate sufficient knowledge in the given field. The student may obtain credit for industrial work abroad or for a study of foreign manufacturing or management methods, as offered in course EGPM 590.

Students will have the option of replacing EGPM 695 with EGPM 680 and one 600-level course that is approved by the Director. If the student selects this option, then a minimum of 36 semester hours (12 courses) will be required for the M.S. degree. Only one 500-level course can be used as an elective.

Course Descriptions

All courses are 3 semester hours unless otherwise indicated.

EGPM 500 Production Engineering and Total Quality

Introduction to Total Quality (TQ) in engineering and production applications. TQ philosophy, rules and quantitative methods: Deming's rules, M. Baldrige award, ISO9000, manufacturing case studies, cross-disciplinary links, design of experiments and team projects.

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

EGPM 510 Computer Aided Engineering Applications

Modern computer-aided and computer-integrated systems for product definition and delivery. CAD simulation, CAM applications, integrated engineering and manufacturing, databases, configuration management and virtual teams.

EGPM 520 Statistics for Quality

Probability and statistical applications in engineering, manufacturing and management. Probability concepts, discrete/continuous distributions, statistical inference, hypothesis testing, regression and correlation, analysis of variance, statistical quality/process control examples.

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

EGPM 530 EAPM Case Studies

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

Prerequisite: EGPM 500

EGPM 540 Ethical Engineering Strategies

Ethical implications of engineers' work. Introduction to ethical reasoning, obligations and rights of engineers and managers, engineering and management case studies, and current global issues.

EGPM 580 International Studies

Spending time abroad studying manufacturing methods, technologies, opportunities, and related issues or studying foreign methods in the U.S. Prior permission must be obtained from the Program Director, which will be contingent upon the depth and breadth of the proposed study. A formal report and an oral presentation are required upon completion.

Prerequisite: EGPM 500

EGPM 590 Project Management

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

Prerequisite: EGPM 500

EGPM 598	Special Studies New 500-level courses that are introduced into the curriculum.
EGPM 600	Manufacturing and Production Engineering Overview of the concepts and models of production operations in modern manufacturing. Production information flow, production planning, product and process planning, inventory analysis, material requirements planning, resource scheduling and allocation, related case studies and class project. Prerequisite: EGPM 510
EGPM 620	New Product Development Using the team approach and multi-disciplinary planning for creating new products. Product planning, team dynamics, marketing, customer needs, design, prototyping, manufacturing, product economics, business and management of product development. Prerequisite: EGPM 500, 510
EGPM 622	Design for Manufacturing Integration of design and manufacturing via concurrent engineering. Quality Function Deployment (QFD), failure mode and effects analysis, reliability, product and process optimization, materials selection, life cycle performance, design to cost, profitability and applications of the learning curve. Prerequisites: EGPM 500, 520
EGPM 630	Operations Analysis and Decision Support Systems Quantitative modeling approach to production, operations management and decision making. Course includes an introduction to decision support systems with computer applications. Prerequisite: EGPM 520 (or the equivalent)
EGPM 650	Manufacturing Facility Planning Planning a large-volume production facility with capacity issues.
EGPM 680	Engineering Management and Leadership The integration of human factors, communication and leadership in modern technical organizations. Problem solving and strategic planning are applied to contemporary management issues. Class projects in the students' workplace will be used to demonstrate the course principles. Prerequisite: Completion of at least ten courses in the EAPM program.
EGPM 690	Advanced Project Management Advanced concepts and case studies that relate to managing technical projects, costs, schedules and manpower. Prerequisite: EGPM 590 (MECH 594) or permission of instructor.
EGPM 695 3-9 sem. hrs.	Project or Thesis This is the last course taken in the M.S. program, and it will be rated as a Project (3 sem. hrs.) or a Thesis (6-9 sem. hrs.) depending upon its complexity. The topic will be jointly conceived by the student and his/her employer and will require a proposal that is approved by the Director prior to taking the course. The course objective is to solve an engineering or management problem which utilizes the principles learned in earlier courses.
EGPM 698	Special Studies New 600-level courses that are introduced into the curriculum.
EGPM 699	Independent Studies Study areas defined by the student in cooperation with the Program Director.

MBAA 601 **The Legal and Ethical Environments of Business**
See M.B.A. Core Curriculum

MBAA 602 **Financial Managerial Accounting**
See M.B.A. Core Curriculum

*Degree
Program
in*

MBAA 607 **Operations Analysis and Decision Support Systems (same as EGPM 630)**
See M.B.A. Core Curriculum

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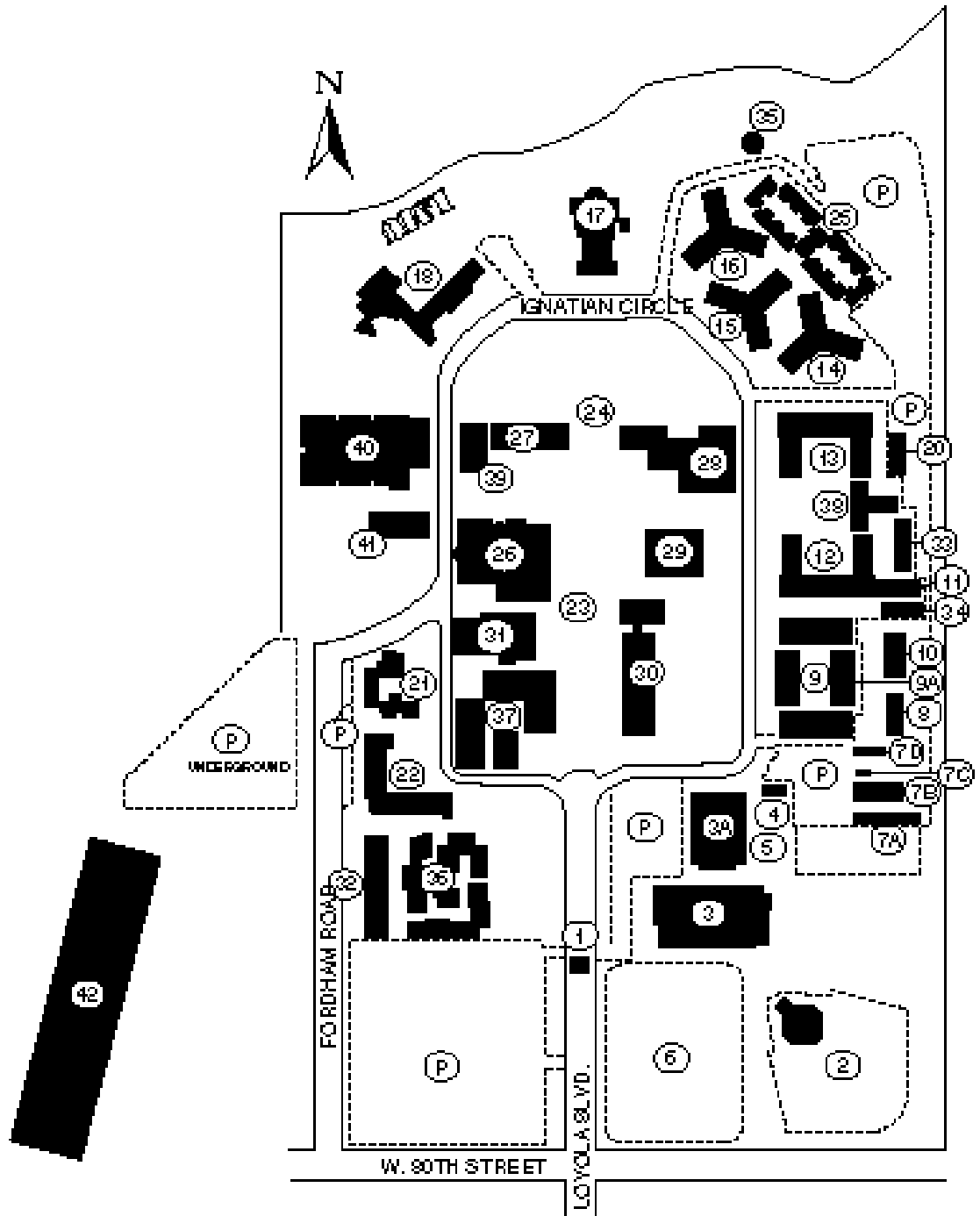
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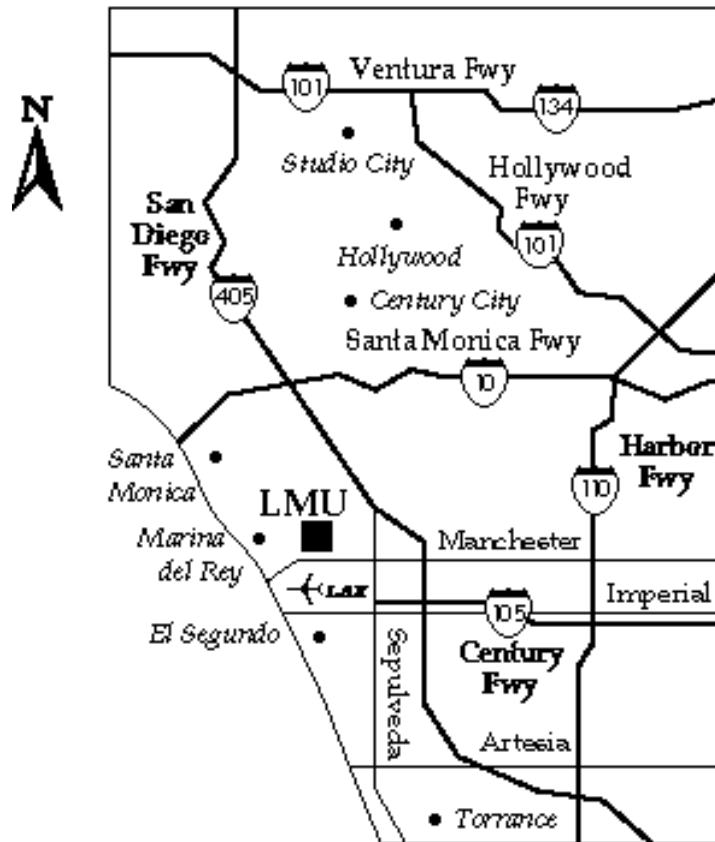
Campus Map (Detail)



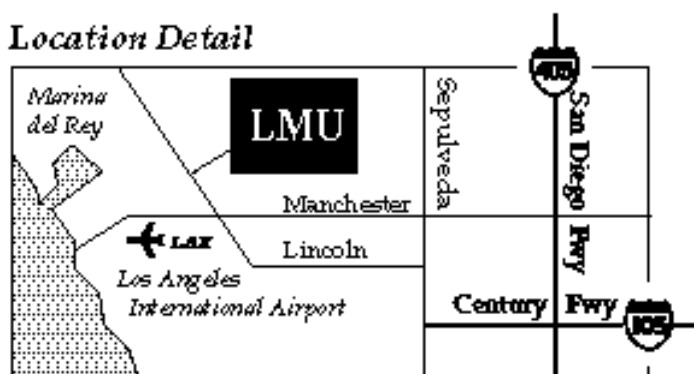
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|--|--|
| 1 Information — Security Booth | 3 Albert Gersten Pavilion |
| 2 Page Baseball Stadium | 23 Alumni Mall |
| 3 Albert Gersten Pavilion | 3A Alumni Memorial Gymnasium |
| 3A Alumni Memorial Gymnasium | 35 The Bird Nest Recreation Center |
| 4 University Pool and Regents Park | 26 Charles Von Der Ahe Library |
| 5 Men's & Women's Facilities and Lockers | 39 Controller's Office |
| 6 Sullivan Field | 7C Custodial Services |
| 7A Operations and Maintenance | 20 Daum Hall |
| 7B Facilities Management | 15 Desmond Residence Hall |
| 7C Custodial Services | 38 Doheny Residence Hall |
| 7D Project Management | 9A Doolan Hall |
| 8 Material Management & Shipping
and Receiving | 19 Energy Plant |
| 9 Pereira Hall of Engineering | 10 Engineering Warehouse |
| 9A Doolan Hall | 7B Facilities Management |
| 10 Engineering Warehouse | 11 Faculty Office Annex |
| 11 Faculty Office Annex | 29 Foley Performing Arts Building |
| 12 Sullivan Hall | 37 Fritz B. Burns Fine Arts Center |
| 13 Huesman Hall | 36 Hannon Apartments |
| 14 Rosecrans Residence Hall | 40 Hilton Center for Business |
| 15 Desmond Residence Hall | 13 Huesman Hall |
| 16 Whelan Residence Hall | 1 Information — Security Booth |
| 17 Sacred Heart Chapel | 21 Leavey Center |
| 18 Xavier Hall | 25 Loyola Apartments |
| 19 Energy Plant | 28 Malone Memorial Student Center |
| 20 Daum Hall | 8 Material Management & Shipping
and Receiving |
| 21 Leavey Center | 22 McKay Residence Hall |
| 22 McKay Residence Hall | 5 Men's & Women's Facilities & Lockers |
| 23 Alumni Mall | 33 North Hall |
| 24 Regents Terrace | 7A Operations and Maintenance |
| 25 Loyola Apartments | 2 Page Baseball Stadium |
| 26 Charles Von Der Ahe Library | 9 Pereira Hall of Engineering |
| 27 St. Robert Bellarmine Hall
Administration Building | 7D Project Management |
| 28 Malone Memorial Student Center | 24 Regents Terrace |
| 29 Foley Performing Arts Building | 14 Rosecrans Residence Hall |
| 30 Seaver Hall of Science | 17 Sacred Heart Chapel |
| 31 Wilfred and Mary Jane Von Der Ahe
Communication Arts Complex | 30 Seaver Hall of Science |
| 32 Tenderich Apartments | 34 South Hall |
| 33 North Hall | 27 St. Robert Bellarmine Hall
Administration Building |
| 34 South Hall | 6 Sullivan Field |
| 35 The Bird Nest Recreation Center | 12 Sullivan Hall |
| 36 Hannon Apartments | 32 Tenderich Apartments |
| 37 Fritz B. Burns Fine Arts Center | 42 University Hall |
| 38 Doheny Residence Hall | 4 University Pool & Regent's Park |
| 39 Controller's Office | 41 West Hall |
| 40 Hilton Center for Business | 16 Whelan Residence Hall |
| 41 West Hall | 31 Wilfred and Mary Jane Von Der Ahe
Communication Arts Complex |
| 42 University Hall | 18 Xavier Hall |
-

Location Map

General Location



Location Detail



LOYOLA MARYMOUNT
UNIVERSITY

7900 Loyola Boulevard
Los Angeles, California 90045-2699