

University of Redlands

# CATALOG



2007-2009 CATALOG

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## Mission Statement

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The University of Redlands is a private, independent liberal arts university committed to providing a personalized education that frees students to make enlightened choices.

Redlands emphasizes academic rigor, curricular diversity, and innovative teaching. Redlands fosters a community of scholars and encourages a pluralistic notion of values by challenging assumptions and stereotypes in both classes and activities. A Redlands education goes beyond training to embrace a reflective understanding of our world; it proceeds from information to insight, from knowledge to meaning.

Welcoming intellectually curious students of diverse religious, ethnic, national, and socioeconomic backgrounds, the University seeks to develop responsible citizenship as part of a complete education.

Redlands encourages a community atmosphere with exceptional opportunity for student leadership and interaction. For working adults, the University offers innovative academic programs at convenient locations and times.

Redlands blends liberal arts and professional programs, applied and theoretical study, traditional majors and self-designed contracts for graduation. Small classes enable each student to participate in class discussion, to work closely with professors, and to receive extensive individual attention. Redlands remains sensitive to contemporary trends in society and challenges students to commit themselves to a lifetime of learning.

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# Introduction to the University

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## Introduction to the University

Located in Redlands, California, the University of Redlands is an independent, coeducational, liberal arts and sciences university of 4,000 students. Approximately 2,400 of these students are enrolled in the College of Arts and Sciences, of which 80 percent reside in on-campus housing. The remainder of the student body is enrolled in the University's programs for working adults in business or education, attending classes either on campus or at locations throughout Southern California.

The University is accredited by the Western Association of Schools and Colleges and is governed by a Board of Trustees. It is one of 255 colleges and universities in the country to have an active chapter of *Phi Beta Kappa*.

Founded in 1907 by the American Baptists, Redlands maintains an informal association with that denomination. The University has always been widely inclusive. We value the diversity of our faculty, staff, student body, and trustees. As the first catalog declared in 1909,

*the University of Redlands will avoid sectarianism and narrowness in its teachings and policy. It is a school to which anyone may come for college training without having his denominational preference interfered with in the least. Its aim is to educate the heart as well as the head, and to develop the student physically, intellectually, and morally.*

For 100 years, the University of Redlands has offered its select student body a high-quality, personalized education that blends liberal arts and professional preparation.

The University defines itself as a community of scholars and encourages a value-centered education by challenging assumptions and stressing moral concerns in both classes and activities. A commitment to liberal education forms the foundation of the University's programs. Skills and values developed in this context not only support

specific disciplines but also promote professional flexibility and personal growth.

In seeking to develop responsible citizenship as part of a complete education, faculty members and other personnel strive to provide students with a variety of opportunities for learning and personal growth through excellent teaching and close personal interaction beyond the classroom. Intense intellectual activity is complemented by time for quiet reflection as well as programs for cultural enrichment, community involvement, recreation, and social life.

The University's full-time faculty consists of 218 teaching faculty, librarians, and coaches. Ninety-one percent of the teaching faculty hold a Ph.D. or terminal degree.

## The College of Arts and Sciences

The College of Arts and Sciences offers undergraduate majors in more than 30 traditional liberal arts disciplines. A smaller number of graduate programs are offered at the master's level as well. Numerous opportunities exist for students to take advantage of special honors courses on campus and approved off-campus study programs throughout the world.

The faculty of the College of Arts and Sciences is talented and dedicated to the learning process. Classes are generally small, and individual attention to students is a hallmark of a Redlands education. In addition to their work with students in regular classes, faculty members mentor students in many ways, from First-Year Seminars (where faculty members serve as academic advisors as well as teachers of first-year students) to guiding students in selecting, planning, and completing majors. Faculty members work closely with students in such areas as individualized studies and summer research projects, leading short-term travel courses, supervising internships, guiding senior projects, and advising for postgraduate education and careers.

Students in the College of Arts and Sciences may enroll in almost any course (assuming they satisfy prerequisites), regardless of major,

# Introduction to the University

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and are encouraged both to study in depth in a major and to explore the range of ways of knowing and creating through the Liberal Arts Foundation and additional elective courses.

## The Johnston Center for Integrative Studies

The College of Arts and Sciences' Johnston Center for Integrative Studies allows students to design their own majors in consultation with faculty advisors. Students write contracts for their courses and receive narrative evaluations in lieu of traditional grades. The Center has received national acclaim for its innovative approaches to education.

## The School of Education

Founded in 1924, the School of Education has long prepared leaders in California public and private education. Teachers, counselors, and administrators have selected Redlands for its long tradition of academic excellence, personalized approach to instruction, innovative programs, and focus on urban education. The School offers multiple- and single-subject teacher credential programs to University undergraduate students and to applicants who have earned their Baccalaureate degrees. The School also has four Master's programs and three corresponding service credentials: Educational Administration, School Counseling, Curriculum and Instruction, and Higher Education. For those holding Master's degrees, the pupil personnel services and both preliminary and professional-level administrative services credentials are offered as credential-only programs. Finally, the School offers Doctorate in Leadership for Educational Justice (Ed.D.). Professional Development and Teacher Induction courses are taught in partnership with area school districts. All credentials are accredited by the California Commission on Teacher Credentialing. The teacher credentials are aligned with the SB2042 standards, and service credentials meet new state standards. Students receive personal attention from an outstanding full-time faculty, seasoned adjunct practitioners,

and experienced field supervisors. The curriculum purposefully blends theory and application, integrating professional development and personal reflection into each of its programs of study.

## The School of Business

In 1976, the University founded the Alfred North Whitehead College for Lifelong Learning, dedicated to providing high-quality education for adult students who are employed and wish to undertake advanced undergraduate or graduate study. Recognizing the evolution of its adult business programs, the University formally launched the School of Business in the fall of 2001. This development is the culmination of a quarter century of experience in offering business programs to working adult students. An undergraduate program is offered in business and graduate programs are offered in business administration, information technology, and management. School of Business classes are held on the main campus and in seven other locations throughout Southern California.

## The Campus Setting

Located in Southern California 65 miles east of downtown Los Angeles, the University of Redlands is noted for its spacious tree-lined campus and its accessibility to a diversity of natural and cultural attractions. The natural beauty of the campus is enhanced by its proximity to high and low deserts, ski resorts, and hiking trails in nearby mountains. Beaches and amusement attractions are little more than an hour's drive. Equally accessible are nationally known art galleries, libraries, theatres, and music centers. The University's home, the historic city of Redlands, is regarded as one of Southern California's most livable cities.

The University itself serves the surrounding community as a rich source of cultural and educational programming. It is home to the Redlands Symphony Orchestra and sponsors numerous performances in music and theatre, as well as exhibits in the Peppers Art Gallery. It also provides a forum for the exchange of ideas as speakers of



national and international importance visit campus each year to participate in the Convocation Series, University High Tables, Visiting Writers Series, Woodrow Wilson Visiting Fellows Program, the Charlotte S. Huck Children's Literature Festival, and events sponsored by the Jameson Center for the Study of Religion and Ethics. Members of the faculty also present public lectures, mini-courses, and discussions on a range of topics of current interest throughout the year.

Forty-eight buildings, including eleven residence halls housing about 80 percent of the students in the College of Arts and Sciences, are situated on the 160-acre campus. The campus is also home to the Orton Center, a modern conference building; the 1,500-seat Memorial Chapel (site of many major events as well as voluntary weekly worship services); the 350-seat Glenn Wallichs Festival Theatre; the Alumni-Greek Amphitheatre; and the Alumni House.

## **The Hunsaker University Center**

Located in front of Armacost Library, the Hunsaker Center is known as the "living room" of the campus. Its buildings contain the main student dining hall, rooms for quiet dinners, a fast-food service area, the student store and bookstore, seminar and discussion rooms, game rooms, television lounges, offices for student government, student mail boxes, and a post office.

The center has been named in honor of Richard and Virginia Moses Hunsaker, both graduates of the Class of 1952 and major donors to the University.

## **The Armacost Library**

The Armacost Library plays a central role in the intellectual and cultural life of the University of Redlands. It contains approximately 700,000 books, periodicals, CDs, videos, music scores, maps, government documents, archival documents, and microforms. Professional librarians assist students with their research, provide bibliographic instruction, and help library users with finding academic materials on the Web. Students can access the library's online

catalog, databases, and the Internet from on-campus terminals or from remote locations. The Library subscribes to numerous online databases, including many which provide the full text of journal articles.

The Library is connected to the campus wireless network, and students are welcome to bring their laptops. There is plenty of comfortable seating, and it is easy to find a quiet place to study. New books are regularly highlighted for faculty and students to peruse. Some of the special collections of materials within the Library include the Farquhar Collection of California and the Great Southwest, the MacNair Far Eastern Collection, the Irvine Map Library, the Ann Peppers Art Books Collection, and the Hawaii-Pacific Collection. In addition, the Library has been a federal document depository since 1934 and contains a large collection of U.S. government documents and maps. The University Archives is a resource for materials relating to the history of the University of Redlands.

Materials that the Library does not own can usually be obtained from other libraries through an efficient Interlibrary Loan service. Students may borrow materials from nearby academic libraries through the Inland Empire Academic Libraries Cooperative.

School of Business students also have access to libraries at Regional Centers, which include Internet access, a business reference collection, and access to online databases and electronic journals. All students may access online resources over the internet from their homes. Off-campus students have access to professional help with their research and requests for materials via phone, fax, and email.

## **The Academic Computer Center**

The Fletcher Jones Academic Computer Center (FJC), located under the Armacost Library, supports and enriches the University's academic programs. Classes for the College of Arts and Sciences and the Schools of Education and Business use the projection-equipped electronic classrooms and laboratories for class sessions and

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special projects. The General Use Lab has PC and Macintosh computers, scanners, and laser printers that are always available for assigned work and research. FJC houses over 150 computers for campus use. Each Regional Center also provides a computer lab with projection and technology enabled classrooms. A variety of productivity and class-related software is provided in all of the FJC classrooms and labs as well as the regional centers.

Media Services provides audio-visual services to the campus with equipment including TVs, VCRs, overhead projectors, slide projectors, cassette tape recorders, data projectors and laptops, and video cameras.

The campus network connects all computers on campus and in regional centers in a state-of-the-art high-speed fiber optic network. The campus network also provides a data connection to every office and to all students in their residence hall rooms. ResNet services to students include personal computer connections to the network and consultants to help with software access and usage.

Instructional Technology Services provides support for faculty using technology in their teaching.

# Academic Standards

Topics in this section are arranged alphabetically from Academic Standing and Academic Actions through Withdrawal. Please refer to the Table of Contents for a detailed list of topics covered in this section. Unless otherwise noted, policies apply University-wide.

## ACADEMIC STANDING AND ACADEMIC ACTIONS

### Undergraduate Academic Standing—College of Arts and Sciences

#### Satisfactory Academic Standing

A student who is making reasonable progress toward graduation (measured by completed credits toward graduation) and who is not subject to academic probation or academic disqualification (see below) is considered to be in good standing. A minimum cumulative GPA of 2.00 in all work taken at the University, and in the major, minor, and related fields, is necessary to graduate.

#### Academic Warning, Probation and Disqualification

Undergraduates who fail to meet the minimum requirements for good standing may be placed on probation or disqualified. Students who encounter academic difficulty are strongly encouraged to seek assistance from faculty, their academic advisors, and/or the Student Services Center.

Students receive letters specifying the terms of academic probation. Students on academic probation may not carry an overload of academic credits.

**Athletic eligibility** is not granted to students on academic probation. Students on academic probation may not participate in National Collegiate Athletic Association activities unless they successfully petition the academic dean for an exemption.

Regulations governing academic actions will be applied at the time grades are recorded. Academic actions are posted to the permanent transcript at that time.

#### Academic Warning

Students will receive an academic warning if they have a semester GPA between 1.01 and 1.99, even if their cumulative GPA is 2.00 or higher. Students placed on warning receive a letter indicating this status, but (as they are considered to be in good standing) this action is not reflected on transcripts.

#### Academic Probation

Academic probation indicates that a student's difficulties are serious and his or her continuation at the University has been placed in question. Students have two semesters to restore their cumulative GPA to the 2.00 required for continuing registration and for graduation. Either of the following conditions will result in academic probation:

1. a cumulative GPA below 2.00;
2. a semester GPA of 1.00 or lower regardless of the cumulative GPA.

Students on academic probation must complete at least 12 credits per semester and must achieve a GPA of at least 2.00 in each semester of academic probation, or they will be academically disqualified.

#### Continued Academic Probation

Students whose academic difficulties remain serious will continue on academic probation. Students are continued on academic probation if they have two consecutive semesters with GPAs below 2.00. Students continued on academic probation must complete at least 12 credits per semester and must achieve a GPA of at least 2.00 in each semester of academic probation, or they will be academically disqualified.

#### Academic Disqualification

Academic disqualification bars a student from further study at the University of Redlands for at least one year. Students are subject to academic disqualification if their cumulative GPA falls below 2.00 for three consecutive semesters or if they fail to achieve a semester GPA of at least a 2.00 during a semester of academic probation.

# Academic Standards

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## Restoration to Satisfactory Academic Standing

Students are automatically restored to good standing when their cumulative GPA reaches 2.00. Students should be aware that in addition to an overall GPA of 2.00 or higher, they must attain a cumulative GPA of 2.00 or higher in their major, minor, and related fields to qualify for graduation.

## Reinstatement from Academic Disqualification

Academic disqualification may be appealed to the Academic Review Board (ARB). Appeals include the following documentation:

1. a personal statement from the student analyzing her/his academic load, work commitment, social and extracurricular activities, any other factors that might have contributed to poor performance, and the specific actions the student has taken and will take in the future to correct the situation (required);
2. a letter of support from the student's academic advisor indicating a plan for restoration to satisfactory academic standing (required);
3. a letter from the chair of the student's major program indicating that the student should be readmitted and will be able to complete her/his major program by the time she/he intends to graduate (required—provided the student has declared a major);
4. additional letters of support from faculty, staff, administrators, or others (optional);
5. for students who have spent time away from the University of Redlands since academic disqualification, official transcripts of work completed during that time away forwarded to the ARB (required) or letters of support from their places of employment as applicable (optional);
6. supporting documents from qualified professionals for students who have experienced medical difficulties or other unusual circumstances.

Students who appeal successfully will have the action on their transcripts changed from

Academic Disqualification to Continued on Academic Probation.

## Johnston Center for Integrative Studies

Given the narrative evaluation system used for the majority of Johnston courses, decisions of reasonable progress and academic standing—warning, probation, and disqualification—are made by the center director according to the following procedure. Evaluation of reasonable progress and recommendation of academic eligibility for scholarship support to the Financial Aid office follow the same procedure.

The center director, the Registrar (or designee), and faculty advisors constitute an ad hoc Johnston Center Academic Standing Committee. After the end of each semester, this committee reviews the files of students experiencing academic difficulty. Students whose records indicate difficulty are placed on either academic warning or academic probation. Students who continue to have serious difficulties after a semester of academic probation are subject to academic disqualification. Students are notified of the decision prior to the start of the following term. Decisions may be appealed to the Academic Review Board. All academic actions, except warnings, are noted on student transcripts.

A cumulative GPA is not used to determine academic standing for Johnston students until a student has accumulated at least 32 numerically graded credits or unless at least half of the work completed at the University of Redlands has been numerically graded. When a cumulative GPA is used, it is considered in conjunction with information provided in the narrative evaluations. Conditions for restoring good standing can be found in the “Academic Warning, Probation, and Disqualification” section of this section. Since financial aid awards are tied to reasonable progress and, in some instances, quality of overall academic performance, the center director, in consultation with the ad hoc Academic Standing Committee, also assesses the records of those students on financial aid. Evaluation of

# Academic Standards

reasonable progress and the level of performance is presented to the Financial Aid office. Appeals of the evaluation are addressed to the center director.

## Undergraduate Academic Standing—School of Business

### Satisfactory Academic Standing

A student who is making reasonable progress toward graduation (measured by completed credits toward graduation) and who is not subject to academic probation or academic disqualification (see below) is considered to be in good standing. A minimum cumulative GPA of 2.00 in all work taken at the University and in the major is necessary to graduate.

### Academic Warning

Students receive an academic warning if they receive grades less than 2.0 in two consecutive courses even if their cumulative GPA is 2.00 or higher. Students placed on academic warning receive letters indicating this status; but, as they are considered to be in good standing, this action is not reflected on transcripts.

### Academic Probation

Academic probation indicates that a student's difficulties are serious and his or her continuation at the University has been placed in question. A student is placed on academic probation when his/her cumulative GPA falls below 2.00. Students have two consecutive courses to restore their cumulative GPA to the 2.00 required for continuing registration and for graduation.

### Academic Disqualification

Students are subject to academic disqualification if their cumulative GPA is not restored to 2.00 by the end of the second consecutive course following the academic probation action. Academic disqualification bars students from further study at the University of Redlands for a period of six months. Students who have begun a course prior to receiving notification of academic

disqualification are permitted to complete that course.

### Restoration to Satisfactory Academic Standing

Students are automatically restored to good standing if their cumulative GPA is restored to 2.00 by the end of the second consecutive course following academic probation.

### Reinstatement from Academic Disqualification

No sooner than six months after notification of academic disqualification, students may appeal to the Academic Review Board (ARB) for reinstatement.

Appeals of academic disqualification include documentation of the following:

1. a plan from the student analyzing his/her academic load, work commitments, and any other factors that might have contributed to poor performance, and what steps the student has taken and will take in the future to correct the situation;
2. a letter of support from the student's academic advisor or program director indicating a plan for restoration to satisfactory academic standing;
3. supporting documents from qualified professionals for students who have experienced medical difficulties or other unusual circumstances;
4. for students who have spent time away from the University of Redlands since academic disqualification, official transcripts of work completed during that time must be forwarded to the Academic Review Board. Students may include letters of support from persons qualified to assess their ability to return to academic work.

For students who successfully appeal, the notation on their transcripts will be changed from academic disqualification to continued academic probation.

### Graduate Academic Standing

A minimum cumulative GPA of 3.00 (based on a 4.00 scale) in all graduate work taken at the University of Redlands is required to

# Academic Standards

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qualify for a degree. A student whose cumulative GPA falls below 3.00 at the end of any term will be placed on probation and allowed one term to restore the cumulative grade point average to 3.00. Any student who fails to restore his or her cumulative GPA to 3.00 at the end of the probationary period will be academically disqualified. Academic disqualification also occurs if a student receives one grade of 0.0 or two grades of 1.0.

Credit for a course graded below 2.0 (under the numerical grade option) cannot be applied toward a graduate degree. However, the course may be retaken with the second grade determining acceptability toward both the degree and the grade point average. The first grade will remain on the student's permanent record but will not become part of the cumulative grade point average.

Theses are graded only as High Pass, Pass, or Fail, as determined by the examining committee upon completion of the oral examination. Such grades are not included in the calculation of the GPA, nor are they recorded on the transcript.

## The Academic Review Board (ARB)

The ARB, which reports to the Committee on Academic Planning and Standards, has the following responsibilities with regard to academic matters:

1. to review and approve all recommendations of the Office of Academic Affairs regarding the academic status of students as established by the guidelines of the Faculty Assembly;
2. to review, upon receiving a valid appeal from any student, any decision to disqualify the student for academic reasons;
3. to hear the case and make a decision regarding the sanction to be imposed on any student accused of violating the Policy on Academic Honesty;
4. to rule, in consultation with the department or individual involved, on any request by a student for a variance or exemption from any of the general graduation requirements (such exemptions are seldom given);
5. to act on appeals by students who have failed to comply with University deadlines in cases where exceptional circumstances made compliance impossible;
6. to review exceptions to satisfactory academic progress to determine financial aid eligibility;
7. to review petitions appealing disputed grades and determine whether changes are appropriate. (Students are responsible for following the procedures outlined under "Disputed Grades.")

A student may bring a matter to the attention of the ARB by filing a formal petition with the Registrar's office. Policy does not permit individuals to appear concerning any case except those involving academic dishonesty; the board acts only on written statements and documentation. A student must present a very strong case to be exempted from the usual rules of the University. Decisions of the Board are final.

## Committee on Academic Planning and Standards

The Committee on Academic Planning and Standards (CAPS) is charged with the review of all policies relating to the grading system, degree candidacy, honors, admissions, and the establishment and administration of policies relating to academic standards—including warning, probation, and disqualification.

This committee is also responsible for implementing the Southern California Intercollegiate Athletic Conference rules in determining the eligibility of students to participate in intercollegiate athletics.

## Disputed Grades Policy

The grade an instructor awards cannot be changed by anyone other than the instructor of record. A disputed grade given by a University of Redlands instructor may be appealed to the Academic Review Board for mediation and resolution. Decisions of the board in such cases are final and are not subject to further appeal. If the appeal is approved, the ARB may recommend that the student's registration for the course be changed to the Credit/No Credit (CN) grade

option and recorded as CR (Credit) or NC (No Credit) as appropriate given the instructor's grade. Credit and No Credit grades are not computed in GPAs. (See "Credit/No Credit Grading Option.")

## Grounds for Appealing Grades

The following are considered grounds for appeal of a grade:

1. capricious and inconsistent grading standards;
2. significant deviation from criteria stated in the course syllabus;
3. personal vindictiveness or prejudice on the part of the instructor;
4. gross professional incompetence or grossly unprofessional behavior on the part of the instructor; or
5. unreasonable expectations or requirements made by an instructor that are grossly inconsistent with standard practice and expectations.

## Decisions Regarding the Appeal of Grades

The burden of proof rests entirely with the petitioner. The decision of the committee, which is final, includes the following options:

1. no action, in which case the disputed grade will stand;
2. change of grading option to Credit/No Credit. Credit is awarded for 2.0 or higher (undergraduate) or 2.7 or higher (graduate); or
3. withdrawal from the course. The student's transcript will reflect a "W" for the course.

If a change of grading option is permitted by the board, a letter explaining the change will be held in the student's file. Under these circumstances, a change to Credit does not affect the applicability of the course to major requirements or, for Arts and Sciences students, to Liberal Arts Foundation requirements.

## Procedure

The following steps must be taken for an appeal to be reviewed by the board. **Petitions that do not follow procedures will not be considered.**

1. The student first should discuss any complaints with the instructor.

2. If the student remains dissatisfied, she or he should contact the department chair or program director, who may review the case and attempt to mediate the dispute.
3. If a dispute remains unresolved, an appeal may be brought to the ARB.
4. Appeals of grades must be filed no later than six weeks into the following semester for Arts and Sciences students or six weeks following the end of the class in question for School of Business and School of Education students. Appeals must be submitted in writing. Supporting documents and statements by others must be filed at the same time as the petition.
5. The chair of the Academic Review Board will invite a written response from the instructor involved.
6. Policy does not permit individuals to appear concerning any case except those involving academic honesty. The board acts only on written statements and documentation.
7. Results of the appeal are communicated by the chair of the board to the petitioner, faculty member(s) involved, Office of Academic Affairs, and the Office of the Registrar.

Submission of a petition indicates that the student understands the disputed grade policy and agrees to accept the ARB's decision.

## Academic Honesty

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. This policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and the procedures for addressing academic dishonesty.

# Academic Standards

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## I. Standards of Academic Honesty

Basic standards of honesty and academic integrity include, but are not limited, to

1. independently producing all homework, papers, laboratory reports, computer files on disks, and examinations submitted under one's own name;
2. properly and appropriately referencing all work that draws on the ideas, words, and work of others to credit those thinkers;
3. identifying the co-contributors or co-authors of all work done in collaboration;
4. completing examinations without giving or receiving assistance or tampering with the examination;
5. submitting one's own original work for each course;
6. respecting computer software copyrights, computer security systems, and file privacy of individuals, and protecting computer system performance;
7. accurately and completely disclosing research data, manuscripts, books or other documents, academic records/credentials, transcripts, and letters of recommendation; and
8. allowing equal access to any library materials and comparable or related academic resources.

## II. Obligations and Responsibilities for Cultivating a Climate of Honesty

Faculty and administrators are expected to:

1. work together to design orientation and first-year experiences that introduce students to academic life, to the "currency of ideas" that fuel our intellectual pursuits, and to University standards. Experiences that make independent intellectual work possible are engaging in intellectual discussion, learning how to use the library and obtain academic assistance, learning how to engage in research, referencing the work of others, and becoming familiar with the catalog (Students needing additional information on proper referencing are advised to consult such sources as J. Garibaldi and W.S. Aschert's *MLA Handbook for Writers of Research Papers* or H.R. Fowler's *Little, Brown Handbook*.

A selection of such handbooks can be found at the Writing Lab or Armacost Library and are available for purchase at the University Bookstore.);

2. demonstrate intellectual honesty in their individual research as well as in their use of others' work and ideas (Careful referencing of sources used for lectures and hand-out materials provides students with examples of intellectual honesty that communicate more than speeches and printed policies.);
3. promote discussions of ideas, including a recognition and consideration of majority and minority perspectives (Seldom is there only one perspective on a topic. Intellectual honesty includes a recognition of various points of view.);
4. clearly delineate the parameters on homework, labs, and group projects in the syllabus of each course (Syllabi are course-specific, and faculty need not restate University policies stated in the catalog. Faculty should make efforts to communicate clearly the learning objectives to be achieved and to explain how work will be graded. Questions about collaboration and assistance should be discussed in the classroom.);
5. include statements about academic honesty with examinations, if they so choose, as a way of bringing students face-to-face with standards of academic honesty (Each opportunity to declare oneself as working honestly reinforces the standards to which we are committed as a community.);
6. act on cases of suspected violations of academic honesty as outlined below in section IV.1.

Students are expected to

1. prepare adequately for all academic exercises (Thorough preparation will decrease the temptation of cheating.);
2. make sure that they understand the parameters on assignments in each course;
3. condemn acts of academic dishonesty on the part of others (This includes a responsibility to report suspected viola-



tions of academic honesty as outlined below in section IV.2.);

4. refuse to cheat and/or assist others in dishonest acts (this includes a responsibility to ensure that others may not cheat for them).

### III. Violations of Academic Honesty

Academic dishonesty is any act that subverts or compromises the integrity of instruction or research. This includes knowingly assisting any person in the commission of such an act. Offenses include, but are not limited to, the acts described in sections 1. through 4. below.

1. Misrepresenting one's background or abilities by
    - A. falsifying, misusing, omitting, or tampering with information, (written, oral, or electronic)—such as test scores, transcripts, letters of recommendation, resumes, statements of purpose, or any other document—to gain initial or continued access to the University's programs or facilities;
    - B. offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote—including, but not limited to, plagiarism (Plagiarism occurs when the words of another are reproduced without acknowledgment or when the ideas or arguments of another are paraphrased and presented in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all written submissions.);
    - C. bringing to an examination or using crib sheets, supplemental notes, or comparable aids during an examination except as specifically permitted by the instructor;
    - D. unauthorized communication during an examination or unauthorized collaboration in the presentation of reports, laboratory reports, or take-home examinations; copying or giving aid, or otherwise failing to abide by the University's or instructor's rules governing the exercise or examination without the instructor's specific permission;
  - E. soliciting, obtaining, possessing, or providing to another person an examination or portions of an examination prior or subsequent to the administration of the examination without the authorization of the instructor;
  - F. acquiring from other persons, commercial organizations, or other sources (e.g., electronic sources)—or using unauthorized assistance and submitting as one's own work—term papers, research papers, computer files, or comparable documents prepared in whole or in part by others than oneself;
  - G. submitting work in the name of another student or arranging for another student to substitute for oneself during an examination or in the completion of coursework;
  - H. falsifying data collected in the conduct of research or presenting falsified data in papers, manuscripts, books, or other documents submitted for publication or for course or degree requirements;
  - I. presenting the same or substantially the same written work—term paper, research report, essay or the like—as part of the course requirement for more than one course, without the express prior written permission of each instructor involved.
2. Impeding fair and equal access to the educational and research process by:
    - A. altering or changing an examination or comparable document so as to mislead other users or readers;
    - B. infringing upon the right of others to fair and equal access to any library materials and comparable or related academic resources, including tampering with or damaging any library materials or comparable academic resources (written or electronic);
    - C. attempting to prevent access by other users to the University's computer system and its resources, attempting

# Academic Standards

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to degrade the computer system's performance, or attempting to copy or destroy files or programs without authorization.

3. Misrepresenting one's relationship with the University by:
  - A. altering, changing, forging, or misusing academic records or any official University form regarding oneself or others;
  - B. causing any false information to be presented at an academic proceeding or intentionally destroying evidence important to an academic proceeding;
4. Offering bribes (e.g., monetary remuneration, gifts, or favors) to any University representative in exchange for special consideration or waiver of procedures.

## IV. Procedures for Addressing Academic Dishonesty

1. Procedures for Addressing Faculty Academic Dishonesty
  - A. **Reporting Alleged Offenses Against Academic Honesty.** When a member of the University community suspects an incident of faculty academic dishonesty, documentary evidence or other means supporting that suspicion will be reported to the dean of the appropriate school or college. The dean will refer the case to the Faculty Review Committee within one week for further review and investigation.
  - B. **Sanctions.** The Faculty Review Committee must notify the accused member of the University community of the charges within two weeks; within two weeks from the date of notification, the accused person must acknowledge receipt of the charges and work with the chair of the committee to determine a mutually agreed upon timetable for disposition of the case. Upon the recommendation of the Faculty Review Committee, a faculty member found to be in violation of the University Academic Honesty Policy is subject to sanctions up to and including dismissal under the guidelines and provisions specified in the

appropriate section (Dismissal) of the *University of Redlands Faculty Handbook*.

- C. **Appeals.** The decision rendered by the Faculty Review Committee can be appealed to the Faculty Grievance Committee within two weeks of the decision. (See the appropriate section of the *University of Redlands Faculty Handbook*.)
2. Procedures for Addressing Student Academic Dishonesty
    - A. **Reporting Alleged Offenses Against Academic Honesty.** Faculty are expected to report alleged offenses in a timely manner. When a faculty member suspects an incident of academic dishonesty and establishes through conversation, documentary evidence, or other means that the suspicion is reasonable, the faculty member must contact the Registrar to determine if it is a first offense. The Registrar checks the student's file to see if there is documentation of a prior offense. The faculty member is then expected to contact the student for a personal conference to discuss the allegation.
      - (1) If it is a first offense, the faculty member has two options: (a) the faculty member may impose a sanction, or (b) the faculty member may refer the case directly to the Academic Review Board (hereafter ARB). The range of sanctions that may be applied by the faculty member includes the following: repetition of the examination or assignment, completion of an additional assignment or examination, failure on the examination or assignment, failure in the course. When the faculty member applies a sanction, a letter of documentation must be sent by the faculty member to an administrator designated by the Office of Academic Affairs (hereafter, the facilitator). The facilitator will send to the student, by registered mail, the original letter of documentation; the facilitator also will include information

## Academic Standards

- concerning the appeal process and its timelines. A copy of the original documentation letter must be delivered to the Registrar to be available in case of any subsequent offense. The letter will remain sealed in the student's file unless called for by the ARB. For the first offense, the student has recourse of appeal to the ARB through the facilitator. The student then has twelve calendar days from the date of receipt of the documentation letter to contact the facilitator and indicate a desire to initiate an appeal. If the student does not respond within twelve calendar days, it is assumed the student has received the letter, waived the right to appeal, and accepted the sanction. If the student chooses to appeal, the ARB will determine the guilt or innocence of the student. For the first offense, the ARB may overturn the faculty sanction if the student is found not guilty. The faculty sanction will not be overturned, modified, or amended by the ARB if the student is found guilty.
- (2) If the incident is a second or subsequent offense, a written description of the incident must be sent directly to the ARB. The facilitator will initiate formal charges by informing, by registered mail, the accused student of the charges and that such charges will be presented to the ARB. A student charged with an offense has the right to a formal hearing before the ARB.
- B. When any student suspects an incident of academic dishonesty and establishes through conversation, documentary evidence, or other means that the suspicion is reasonable, the student has a responsibility (1) to report the infraction to the faculty member teaching the course or to the appropriate academic administrator (in cases related to the library, computer center, etc.) or (2) to refer the case in writing directly to the ARB. The faculty member/administrator will deal with the infraction in the manner described in IV.1 or 4. If the case is referred directly to the ARB, the facilitator will initiate formal charges by informing, by registered mail, the accused student of the charges. Such charges will be presented to the ARB. A student charged has the right to a formal hearing before the ARB.
- C. When any other University-related individual (e.g., administrator or staff) suspects an incident of academic dishonesty and establishes through conversation, documentary evidence, or other means that the suspicion is reasonable, the individual must refer the case in writing directly to the ARB. The facilitator will initiate formal charges by informing, by registered mail, the accused student of the charges and that such charges will be presented to the ARB. A student charged with an offense has the right to a formal hearing before the ARB.
- D. After receiving notification of the charges from the facilitator, the student is responsible for arranging a meeting with the facilitator within twelve calendar days. The student may be accompanied to the meeting by a person of his or her choice, but may not be represented by an attorney. If more than one student is charged in a particular incident, each student may meet privately with the facilitator.
- The facilitator will explain the procedures to each student charged and will define the rights and responsibilities of all parties to the charges as indicated in this policy, including the right of the student to select an advisor. The Office of Academic Affairs will develop a list of volunteer advisors from administrators, faculty, and upper-division students.
  - The advisor assists the student in the preparation of the case, provides advice during the hearing if it takes place, or assists in preparation of an appeal, if necessary. The advisor may be selected from the list of available advisors or may be any

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student, faculty member, friend, or family member. The student may enlist the professional assistance of an attorney in preparation of the case or appeal; but an attorney may not act as legal counsel at the hearing. Upon request, the facilitator will assist the student in identifying an advisor.

- A student charged with an offense against the Academic Honesty Policy who wishes to appeal in writing must submit his or her written appeal no later than six (6) weeks, not counting scheduled breaks in the academic calendar, following receipt of notification of the infraction. A student who wishes to appeal to the Academic Review Board (ARB) in person must make himself or herself available so that a hearing can be scheduled to occur no later than six (6) weeks, not counting scheduled breaks in the academic calendar, following receipt of the infractions. Failure to meet these deadlines will be regarded as acceptance of any sanction(s) imposed as a result of the infraction.
3. The Academic Review Board (ARB)  
The Academic Review Board meets throughout the year at the call of its chairperson and hears cases of academic dishonesty and student academic grievances brought to its attention. The ARB consists of two faculty from the College of Arts and Sciences, one from the School of Business, one from the School of Education, and two students (one from the School of Business or the School of Education, and one from the College of Arts and Sciences). Representatives of the offices of the Registrar and Student Services will function as consultants to the board. If any member of the ARB is party to the case before the board, that member shall not participate in the hearing.
  4. Waiver of Hearing  
The student may waive the right to a hearing and admit to the charges in writing. In cases of admitted guilt, the

ARB will assign the appropriate sanction, readmission procedures if appropriate, disposition of the record, and other matters pertinent to the case. Within twelve calendar days following the receipt of the waiver of hearing, the chair of the ARB will send a registered letter to the student specifying the assigned sanction. The chair will also send a confidential notice of the decision to the individual who initiated the charges. The right to a hearing is automatically waived if, without reasonable cause, the student fails to respond to the letter of notification within twelve (12) calendar days of its receipt.

## 5. The Hearing

The hearing is an internal University matter. Only members of the immediate University community who are invited to attend by the Chair of the ARB are permitted to attend. This community is defined as current students, faculty, administrators, or staff members. In rare cases the Chair of the ARB may, by virtue of their relevance to the case at hand, invite other person or persons to appear. The Chair's ruling on all matters determining who may attend the hearing will be considered definitive. The following persons must be present at the hearing: the person initiating the charges, the facilitator, and the members of the ARB as defined in 3 above. After proper notification (see 2, 3, and 4 above), if the student against whom charges are brought does not attend the hearing, the hearing will proceed without him or her. All of the persons identified are participants in the hearing and may initiate or respond to questions by other participants. If the student's advisor is a member of the University community, as defined above, he or she may be present throughout the hearing and may, with approval of the chair, address the ARB on behalf of the student charged, but only on matters directly relevant to the charge. Witnesses may be present only during their own testimony and may be recalled. Any student, faculty member, or

other person who is asked to testify at a hearing is expected to do so. It is expected that all statements made to the ARB, while not provided under oath, will be truthful.

- It will be assumed that the student is innocent of the charges until proven guilty. Any student charged will be provided adequate opportunity to present his or her version of the case and will be allowed to call relevant witnesses. The chair of the ARB will ensure that the hearing be conducted in a fair, objective, and dignified fashion, with special attention to the protection of rights of all participants. The chair is responsible for maintaining order during the hearing and for ensuring that testimony is succinct, precise, and relevant to the charge. The chair will announce a recess, if requested, for the student charged to consult with his or her advisors. In the case of a second offense, the ARB will have access to the contents of the sealed envelope from the student's file if requested. When the ARB is satisfied that all relevant evidence has been presented and that all participants have been afforded the opportunity to state their versions of the case or to provide relevant information, the ARB will retire to executive session to consider the evidence and reach a decision. The ARB will find a student guilty of the stated offense if and only if it is satisfied by the preponderance of the evidence presented that the student's actions meet the description of an offense against academic honesty provided above (Section III). In addition to determining whether the evidence presented justifies a finding of guilt of the charge, the ARB may choose to consider extenuating circumstances in its report. The ARB determines guilt or innocence of the specific charge by majority written vote. The chair maintains a record of the vote.
- If the ARB finds the student not guilty

of the charges, the student will be permitted to drop the course in which the charges arose without academic penalty. If the course is dropped, the record of the course will be removed from the student's transcript.

- If the ARB finds the student guilty of the charges, it will decide on a sanction by majority written vote. The chair of the ARB will inform the student by registered mail of the sanction and its effective dates. The chair of the ARB will send a confidential notice of the decision to the individual who initiated the charges.
  - The ARB has the option of prescribing a sanction different from the standard sanctions described below but may do so only in case of extraordinary extenuating circumstances.
  - The student will be informed by the facilitator that an appeal may be directed to the appropriate academic dean. The written appeal, based solely upon issues of procedure or clear abuse of discretion, must be forwarded to the appropriate dean within twelve calendar days of receipt of the letter indicating the assigned sanction. The sanction will become effective immediately unless an appeal is filed in a timely manner. If an appeal is filed in a timely manner, but is denied, the sanction will become effective as originally assigned. If the appeal is approved, the sanction may be modified or dropped by the appropriate dean.
6. The Range of Sanctions
- Sanctions from the ARB for instances of academic dishonesty will include, but are not be limited to, the following: failure in the assignment, failure in that portion of the course directly related to the falsified work, failure in the course, suspension from school (usually taking effect at the beginning of the semester following the one in which the violation occurred), permanent dismissal from the University, or revocation of admission. Academic dishonesty discovered after the conferring of a degree may result in

# Academic Standards

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revocation of the degree upon vote of the Board of Trustees.

- In the case of suspension or dismissal, the designation “Academic Suspension” or “Academic Dismissal” will be recorded on the permanent record and transcript. If a student returns from academic suspension, transcript notation of that action will be removed after successful completion of one semester at the University of Redlands.

## 7. Records

The Registrar is responsible for maintaining the records of individual cases of alleged academic dishonesty and their disposition. Access to such records is subject to the University’s policies governing access to student records. The fact that a student has been accused or found guilty of an offense against academic honesty will not be indicated on the student’s transcript.

- If a student is found guilty, records of the case will be retained in a sealed envelope in the student’s file for internal reference only. Under no circumstances will such information be copied, microfilmed, or sent as part of the permanent record. When a student leaves the University permanently, all records (except notation of suspension or dismissal on the permanent record and transcript) will be removed from the student’s file and retained in the files of the Academic Review Board.

## ACADEMIC RECORDS

### Public Information

The University of Redlands maintains student records in compliance with the Federal Family Educational Rights and Privacy Act of 1974 (as amended), which assures students and parents of their right to privacy of information. The University also complies with the California Education Code, Sections 22509 through 22509.18, which states that the management of student records shall be a matter of federal and state law and regulation.

The following is considered public information and may be released or published without the student’s consent:

Student name, date, and place of birth; major field of study; dates of attendance; degrees, honors, and awards received; most recent educational institution attended; campus address, telephone number, and student assigned e-mail; home address and telephone number; participation in special academic programs; participation in recognized student activities; participation in officially recognized sports; class level, weight, and height of athletic team members.

### College of Arts and Sciences

Students who wish the above information **withheld** must sign a request to that effect in the Registrar’s office during the first two weeks of each semester. Publication of permanent names and addresses in the student directory may be restricted at Check-In.

### School of Business and School of Education

Students who wish the above information **withheld** must sign a request within two weeks of their first registration and at the beginning of each academic year (July 1) thereafter.

### Release of Academic Information

Confidential information is defined as any information not included in the Public Information section above. Current University policy makes accessible to parents or legal guardians copies of their dependent’s academic record when a written request and proof of dependency are submitted to the Registrar’s office. The University will not release confidential information for independent students (students over the age of 23 or defined as “independent” by university Financial Aid Policy) without the written request of the student. A copy of the University of Redlands policy on student records can be obtained from the Registrar’s office.

## Transcripts

A transcript of a student's complete academic record is issued only upon the student's written, signed request. Transcripts are sent to other institutions or agencies only upon the student's written, signed request.

Applications for transcripts should be filed in writing at least two weeks in advance of the time the transcript is needed. Transcripts of records will be withheld if the student is financially obligated to the University or has obligations under financial aid transactions. See the appropriate Tuition and Fees section of this *Catalog* for the cost of transcripts.

Transcripts submitted to the University of Redlands for admission or credit transfer become the property of the University of Redlands and cannot be returned to the student, copied, or forwarded to other institutions.

## Recording of Degrees

University degrees are posted four times each year. The official recording dates are as follows:

August 31

December 31

April 30

Commencement day

## Attendance

### College of Arts and Sciences

Students are expected to attend all classes regularly. Each professor has the right to establish regulations regarding attendance (e.g., the relation between attendance and the final grade). Students who miss the first class of the semester may be dropped from the class by the professor.

The Office of the Dean of Student Life routinely notifies instructors when medical problems indicate an Arts and Sciences student cannot attend classes or when an emergency situation arises that requires a student to leave school temporarily.

### School of Business

Students are expected to attend all scheduled meetings of the courses for which they are registered. Students who miss two

consecutive class meetings without notifying their instructor may be administratively dropped from the course. Other consequences may arise as a result of enforcement of the requirements of financial aid programs. See the section Dismissal: School of Business in this section of the *Catalog*.

### School of Education

Students are expected to attend all scheduled meetings of the courses for which they are registered. Students who miss two consecutive class meetings without notifying their instructor may be administratively dropped from the course. Other consequences may arise as a result of enforcement of the requirements of financial aid programs.

## Auditing for No Credit

### College of Arts and Sciences Undergraduate

A student may audit a course with the approval of the Registrar and the instructor of the course. No charge is made for a full-time student within the limit of 38 credits for the full year or 19 credits for the half year. The fees for students other than full time are listed in the College of Arts and Sciences Tuition and Fees section of this *Catalog*. The instructor will not process or grade any exams or papers of an auditing student.

### Graduate

A full-time student may audit a maximum of one course during the Fall or Spring of an Arts and Sciences semester, or one course during a School of Education or School of Business term, with payment of an additional fee. Students who register for less than a full load will be required to pay the usual fee for any audited course. No student may audit a course without the consent of the instructor.

## Capstone Requirement

In all degree and some non-degree programs at the University of Redlands, students must complete a capstone requirement prior to graduation. Capstone projects represent the culmination of students' academic accom-

# Academic Standards

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ishments. Capstone activities offer students the opportunity to synthesize topics and practice skills learned in their academic programs. The nature of capstone projects varies, but they should represent students' best practices in their fields of study.

## Classification of Students

### Undergraduate Class Level

Students are classified by level based on academic credits completed:

Freshman	0–31
Sophomore	32–63
Junior	64–95
Senior	96 or more

## College of Arts and Sciences

### Undergraduate Standing:

#### Full-time Student Load

All undergraduates must pursue full-time studies unless admitted to Special Status. The normal load for undergraduates is 16 semester credits. When registration falls below 12 credits, students are not eligible to participate in certain extracurricular activities, such as athletics, and jeopardize their financial aid status.

### Degree-Seeking Candidates

A student who wishes to be considered for degree status should formally apply before undertaking coursework. No more than 16 credits of work taken at Redlands prior to formal admission can be applied toward an undergraduate degree. A student must be admitted as a degree-seeking candidate prior to completing the last 32 credits toward graduation. Any student who pursues degree candidacy must follow approved admission policies. Admission status will be determined by the dean of admissions. Graduation requirements are based either on the catalog year in effect for the year of formal admission or catalog year in effect for the year of graduation. A student cannot select graduation requirements from more than one catalog. If University programs or policies change, students must take the responsibility (with written departmental approval) to adjust their programs to comply with current standards. Students who

intend to work toward an advanced degree, but who are required to complete prerequisite work, must apply for graduate status through the appropriate department.

- Students may pursue an undergraduate degree on a special part-time basis. Most students in this category are not of traditional college age and hold permanent employment and/or have family obligations.
- University employees (with the exception of full-time faculty) may pursue a degree program on a part-time basis in compliance with personnel policies.
- Students who have completed four full years at the university, or transfer students with at least 32 credits at Redlands, may take coursework on a part-time basis to meet graduation requirements.

### Special Status Non-Degree Students

1. An individual who wishes to take courses for enrichment may take no more than 8 credits per semester and must receive permission from the registrar. With permission, students may take courses any number of semesters under this category. A student should provide a transcript of work previously completed when seeking permission from the Registrar.
2. Upon recommendation of the academic dean, high school students may take college-level work for high school credit on a space-available basis, with the approval of a high school representative such as the principal or a counselor.
3. University employees (including faculty) may, in accordance with personnel policies, undertake part-time studies for the purpose of personal enrichment.

### Guest Student Status

A student may attend the University on a full-time or part-time basis as a degree candidate from another institution. It is the student's responsibility to ascertain the transferability of credit back to the original institution. Applicable financial aid should be transferred from the degree-granting institution.



# Academic Standards

## Graduate Standing

There are four classifications of graduate students: (1) **Regular**, (2) **Provisional**, (3) **Limited**, and (4) **Special**. All students working toward a degree must be admitted to either regular or provisional standing.

**Regular Graduate Standing** is a prerequisite for acceptance to candidacy for a master's degree and is granted by the appropriate dean upon recommendation from the director or chair of the program for which application is made. The basic requirements for Regular Graduate Standing are as follows:

1. bachelor or higher-level degree from an accredited college or university;
2. a minimum undergraduate GPA of at least 2.5 on a 4.0 scale  
(*Note: Some programs may require a higher minimum GPA.*); and
3. maintenance of a satisfactory academic standing. (See the paragraph titled, "Graduate Academic Standing" at the beginning of this section.)

**Provisional Graduate Standing** may be granted to a student for one of the following reasons: 1) application for Regular Graduate Standing is incomplete for reasons beyond the applicant's control (applicants should be cautioned that this applies in very few instances), or 2) a decision is made by program faculty to evaluate more of a student's work before recommending Regular Graduate Standing.

Provisional Graduate Standing may be granted for no more than one term or four courses for either full-time or part-time students, and registration is limited to a maximum of 12 credits before achieving regular graduate standing.

**Limited Graduate Standing** may be granted to a student who is approved as a credential candidate in education or to applicants for full-time, non-degree study. However, for those who later seek regular graduate standing, no more than 6 credits earned under limited graduate standing may be applied toward a degree program.

**Special Status Graduate Standing** is available only to students who are taking individual courses on a part-time basis and do not intend to become candidates for a

degree or credential program. Departments set their own criteria for special status graduate students. However, for those who later seek regular graduate standing, no more than 6 credits earned under Special Graduate Standing may be applied toward a degree program.

Advanced undergraduates who do not qualify for any type of graduate standing may take graduate courses only with permission of the chair of the program obtained by means of a form submitted at the time of registration.

## Candidacy

Some programs require students intending to complete a master's degree to file a petition for candidacy and submit it for review and approval by the program faculty and appropriate dean. At least 15 credits must be completed at the University of Redlands after the petition is approved. All remaining requirements for the degree must be completed within a period of three to five years—depending on the program. Refer to individual programs for more details.

## CONCURRENT COURSEWORK

### College of Arts and Sciences

Students who wish to take work at other institutions either concurrently, during May term, or during summer sessions may transfer only courses with a grade of 2.0 or better, subject to approval by the Registrar in advance of the term in which the course is taken. Quality grade points (derived from numeric grading) are not awarded for transfer work and credits from these courses are not calculated into the GPA. The total credit for all work taken concurrently at the University and by correspondence, extension, or at another institution should not exceed 19 credits per semester.

For further information, please refer to Transfer Credit in this section of the *Catalog*.

### School of Business

A matriculated School of Business student may take the regular course(s) in the student's Schedule of Instruction concur-

# Academic Standards

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rently with one elective. If this limit is to be exceeded, the student must obtain the approval of his or her program director.

## Course Syllabi

University policy requires that instructors provide a syllabus to all students at the beginning of each course. The syllabus must include course objectives, an outline of the topics to be covered, a schedule (by date or topic) of major quizzes and examinations, the dates on which major assignments are due, and a detailed statement of grading explaining how test and assignment scores are translated into reportable grades. The syllabus must also state the minimum requirements for receiving credit in the course. (See Credit/No Credit Grading Option.)

## CREDIT BY EXAMINATION

### Undergraduate

Any degree-seeking student in good standing may challenge courses by examination. Departments may specify certain courses as inappropriate for credit by examination but must permit full-time students in good standing to challenge any course not specified as unavailable for challenge. In challenging a course, the student must be prepared to demonstrate appropriate knowledge of the material covered without any guidance or direction by a faculty member. The appropriate knowledge should not be less than a 2.0 level of competency (more stringent requirements may be set by individual instructors). Courses previously taken or audited may not be challenged. No credit is given when the purpose of an examination is to determine the proper level at which students should begin their studies, e.g., in art, music, foreign language, or mathematics.

Upon payment of a processing fee, students who satisfy a course by challenge will receive the approved credit on their academic record and a mark of C.E. Grades and grade points will not be given. No entry of any type will be made on the academic

record if the examination is failed. See the Tuition and Fees section of this *Catalog*.

**For all undergraduates**, a maximum of 16 credits from such successful challenges may be applied toward the baccalaureate degree. A challenge to a major program course must be completed at least six weeks before the particular course is to begin. Students should contact the appropriate department chair for information on this option.

### Graduate

A graduate student in good standing may obtain up to 3 course credits by special examination in courses offered by the University of Redlands. Application for credit by examination must be made in advance to the appropriate dean. That approval, along with that of the department concerned and a receipt from the Business office indicating payment of a special fee, are necessary before the examination may be taken.

## CREDIT OBSOLESCENCE

### Graduate

No course that has been completed more than six years before the date of graduation will be counted toward a University of Redlands master's degree.

## DISMISSAL

### School of Business

#### Administrative Dismissal for Non-Attendance

Should a student drop or be dropped from two courses in sequence, or three courses within a twelve month period of matriculation, the student may be administratively withdrawn from the program. The amount of the student's financial obligation for tuition and fees is determined by taking the last date the student attended class.

# Academic Standards

## School of Business and School of Education

### Administrative Dismissal for Financial Obligation

Students who fail to meet their financial obligations will be dismissed and will be accountable for tuition and fees accrued through the dismissal date (see Refund Schedule). Students dismissed for any reason must stop attending class as they are no longer registered.

## EXAMINATIONS

### College of Arts and Sciences

Faculty members may administer quizzes and tests during the semester at their discretion but are expected to announce major examinations (those that exceed one hour in length) no less than one week in advance.

Final examinations **must** be held according to the examination schedule of the Academic Affairs office. University regulations require a final examination or major integrative work for every course.

Students usually will not be permitted to make up missed final examinations. However, if absence from any announced hour examination or final examination is required because of an emergency (such as personal or family illness), the examination may be made up if the instructor is provided with written verification of the emergency from a physician, parent, or guardian.

Students who are absent from quizzes or examinations because of intercollegiate athletics, field trips, tours, or the like will be permitted to make up the quiz or examination only if they obtain approval in advance from the instructor of the class involved. Coaches and faculty members planning field trips are expected to inform their students of such events well in advance. Students are then responsible for making suitable arrangements—in advance—with faculty of any courses from which they will be absent.

## School of Business and School of Education

Faculty members may administer quizzes and examinations during a course but are expected to notify students of quizzes and examinations in the course syllabus. Students will not usually be permitted to make up missed final examinations; however, if absence from any announced examination is required because of an emergency (personal or work related), the examination may be made up if the instructor is provided with written verification of the emergency.

## GRADING SYSTEMS

### Undergraduate Grading System 4.0 or 3.7

**A Outstanding.** The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

### 3.3, 3.0, or 2.7

**B Excellent.** Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

### 2.3, 2.0, or 1.7

**C Acceptable.** The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

### 1.3, 1.0, or 0.7

**D Poor.** The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inad-

# Academic Standards

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equate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

## 0.0

**F Failing.** A grade of “F” indicates that the student failed the course. The quality and/or quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.

**CR** Grade of 2.0 or better in CN course

**NC** Grade below 2.0 in CN course

**I** Incomplete

**AU** Audit

**CE** Credit by Examination

**W** Withdraw

**EV** Evaluation included in academic record

**VZ** Evaluation satisfactory, not yet in file

**VI** Incomplete Evaluation

**VF** Failure to complete terms of evaluation contract

**Z** No grade submitted by instructor (a temporary grade)

## Graduate Grading System

### 4.0 or 3.7

**A Outstanding.** The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

### 3.3 or 3.0

**B Excellent.** Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention

to detail and clarity and with evidence of intellectual insight.

### 2.7, 2.3, or 2.0

**B-C Acceptable.** The quality of work was acceptable, meeting minimal course standards but was not exceptional.

Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

**Graduate Students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.**

### C-, D, F 1.7, 1.3, 1.0, 0.7, 0.0

Unacceptable for graduate credit.

**CR** Grade of 2.7 or better in CN course

**NC** Grade below 2.7 in CN course

**I** Incomplete

**AU** Audit

**CE** Credit by Examination

**W** Withdraw

**Z** No grade submitted by instructor (a temporary grade)

## Grading System Options

**Numeric Grade Option (NU).** It is assumed that all courses are taken for a numeric grade. Arts and Sciences students may choose an alternate grading option (Credit/No Credit or Evaluation), if it is available and if they do so by the deadline published in the Academic Calendar. Courses in the major and those taken to fulfill Liberal Arts Foundation requirements must be taken for a numeric grade, except in those instances where the course is offered on a CN basis only or when the instructor has agreed to provide a narrative evaluation. School of Business students may choose an alternate grading option, if it is available, only for independent studies that do not fulfill degree program requirements. The alternate grading option must be declared at the time of registration.

## Academic Standards

**Evaluation Option (EV).** A student may receive, by agreement with the professor, a written evaluation of work in any course. The evaluation becomes part of the student's permanent academic record.

### **Credit/No Credit Grading Option (CN).**

Grades of CR (Credit) and NC (No Credit) do not enter into the computation of a student's grade point average (GPA). University policy requires that the quality of work must be equivalent to a grade of 2.0 or better for an undergraduate and 2.7 or better for a graduate student to receive "Credit." More stringent requirements may be set by individual instructors. Arts and Sciences students may elect to take only one course of up to 6 credits for Credit/No Credit in any one semester. Catalog courses offered on a CN only basis are not included in this total.

### **Incomplete Grades (I).**

An instructor may submit a grade of Incomplete (I) when coursework is of acceptable quality but has not been finished because of illness or some other extraordinary circumstance. It is not given for poor or neglected work. If no alternate grade is provided on the original grade sheet, a grade of 0.0 or NC, as appropriate, is recorded automatically on the incomplete deadline date. Arts and Sciences students should refer to the academic calendar for the deadline. For School of Business and School of Education students, the deadline is the end of the eighth week following completion of the course. Arts and Sciences students cross-registered in School of Business or School of Education courses must meet the School of Business and School of Education deadline. School of Business and School of Education students cross-registered in Arts and Sciences courses must meet the Arts and Sciences deadline.

## REPEATING COURSES

A student may repeat any course but only the grade and credits earned the second, or latest, time are counted toward graduation and in the cumulative and semester GPAs. Notation of the first or earlier attempts remains on the academic record. Courses may be repeated only for the same grading

option as when the course was initially taken. Students must inform the Registrar's office when they repeat a course. Repeating courses outside of the University of Redlands does not remove transcript notations of courses previously taken at the University of Redlands.

## Individualized Study—College of Arts and Sciences

The College of Arts & Sciences offers a variety of means by which students may work individually with faculty. Such individualized study provides students with the option of designing their own courses and working with faculty on a one-to-one basis. These learning experiences may be disciplinary, interdisciplinary, or from areas outside the current curriculum. Students may take advantage of directed study, internship, or honors research.

The following provisions apply to all individualized study:

1. Appropriate forms for each type of individualized study must be completed by the student and faculty/Internship Program sponsor and approved by the Registrar by the close of registration for the term in which the work is to be done. Students may petition the Academic Review Board for later registration only if prior planning was not possible—e.g., if the individual is a new student or if a class in which a student enrolled was subsequently canceled.
2. No course offered in the regular curriculum may be taken as individualized study during the regular academic year.
3. Each student will write a final reflective paper, and each campus sponsor will write and file a narrative evaluation with the student's record.
4. Only one form of individualized study (170, 270, 370, 470, 670, 180, 280, 380, 480, 499) may be taken in any given semester.
5. Up to 4 credits of individualized study may be taken during a given term and up to a total of 12 credits may be counted toward the 128 earned hours of academic credit required for graduation. Up to 8

# Academic Standards

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credits of any one type of individualized study may be taken.

## Directed Study

### **Directed Study 170, 270, 370, 470, 670 (department alpha):**

This provides students the opportunity to gain experience with learning on a one-to-one basis. Prerequisite: for 370, 470, and 670, previous coursework or experience in the field to be studied. 2–4 credits. CN grading only. Written evaluation.

## Departmental Internships

Academic internships enable students to gain work experience in the career field of their choice at either the exploratory or more advanced level. Specialized internships provide extensive opportunities for advanced students in specific fields of study; these are usually taken after other coursework has been completed in the area.

### **Departmental Internships (department alpha):** 2–4 credits. CN grading only.

Written evaluation.

## Honors Research

Highly qualified students are eligible to apply for departmental honors programs during their junior year. Once accepted into a program, students begin work on their individual honors project during the first semester of the senior year. For more information, see the appropriate department chair.

**Honors Research 499 (department alpha).** Available only to students who are approved honors candidates, this entails 2 to 4 credits per semester, but no more than 8 credits total may be applied toward the bachelor's degree. Acceptance of these credits toward requirements for a major is at the discretion of the department. 2–4 credits. CN grading only.

## Independent Study— School of Business

In exceptional cases, independent study provides alternatives not available through regular course offerings or because of sched-

uling limitations. Credit for a single course or area of study ranges from 2 to 4 credits, but no more than 12 credits can be counted toward the degree.

Students desiring an independent study must first consult with their academic advisor. Second, the associate dean must approve the independent study and assign and contact the faculty sponsor. Third, the student develops an independent study contract with the assigned faculty sponsor. The completed contract, which specifies course requirements (e.g., the number of meetings, readings, fieldwork, papers, and examinations), must be signed by the student and the faculty sponsoring the study. Fourth, the contract must be approved and signed by the associate dean prior to enrollment/registration or beginning any work. These four steps must occur in the specified order.

## Independent Study— School of Education

In exceptional cases, independent study provides alternatives not available through regular course offerings or because of scheduling limitations. Credit for a single course or area of study ranges from 2 to 4 credits, but no more than 12 credits can be counted toward the degree.

Independent Study is arranged only under the following circumstances:

1. to investigate topics not offered in the catalog;
2. for catalog courses not currently offered; or
3. for catalog courses not available in the student's geographical area and not offered in the region within three months of the end of the core program or date of request.

First, students consult with their academic advisor. Second, the program director must approve the independent study and assign and contact the faculty sponsor. Third, the student develops an independent study contract with the assigned faculty sponsor. The completed contract, which specifies course requirements (e.g., the number of meetings, readings, fieldwork, papers, and examinations) must be signed by the student

# Academic Standards

and the faculty sponsoring the study. Fourth, the contract must be approved and signed by the appropriate program director or department chair prior to enrollment/registration or beginning any work. These four steps must occur in the specified order.

## Leave of Absence

### College of Arts and Sciences

Students who need or desire to take a leave of absence from the University must submit a formal petition to the College of Arts and Sciences Office of Student Life indicating the reason for the leave. Leaves are normally granted for a semester but in no case for more than one calendar year. Leaves may be granted at any time. If the leave occurs during a semester and before the course drop deadline, students are required to withdraw from courses using the regular procedures established by the Registrar's office. Students taking a leave after the course drop deadline must petition to withdraw from courses through the Academic Review Board. See the Tuition and Fees section of this *Catalog* for financial information and for the policy on refunds.

During a student's leave of absence, the University maintains all of his or her official records on an active basis. Students returning from a leave of absence of one year or less are not required to be formally readmitted. Students will be expected to fulfill the graduation requirements in effect at the date of their original matriculation. Students who do not return from a leave of absence within one year are withdrawn from the University. To return they must be formally readmitted.

## Overloads

### College of Arts and Sciences

Students who take more than 41 credits per year, or more than 19 in a semester, will be charged an excess-credit fee. See the College of Arts and Sciences Tuition and Fees section of this *Catalog*.

## Prerequisite Courses

For admission to a course that requires a prerequisite, a student must either have satisfactorily completed a prerequisite course with a grade of 1.7 or higher or must obtain the consent of the instructor.

## Re-enrollment

### College of Arts and Sciences

Students who have withdrawn and seek readmission must submit a readmission application to the Office of Admissions (for undergraduates) or to the appropriate program office (for graduate students). Readmitted students must meet the graduation requirements in effect at the time of readmission. A student cannot select graduation requirements from more than one catalog.

### School of Business

Students who wish to re-enter a program must complete the necessary registration materials. Information regarding available locations and meeting dates may be obtained by contacting one's academic advisor. Students seeking readmission to the University after an absence of more than one year must apply for readmission and meet the requirements for the degree program at the time of readmission. Upon their acceptance into the program, students receive an extension of the deadline to complete the degree requirements if their original four-year limit to complete the degree has expired or will expire before the core program can reasonably be completed. For undergraduate students, this extension will be granted as follows:

Major Program Credits to be Completed	Time Extension
20 or fewer	Two years
21 to 30	Three years
More than 30	Four years

Students seeking readmission to the University in a **different** degree program from their prior matriculation must meet the requirements of the program in which they plan to enroll. These students have four years

# Academic Standards

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from the date of the first class meeting of the new core program to complete their degree.

A re-enrollment fee (see the School of Business Tuition and Fees section of this *Catalog*) must accompany all applications for re-entering students.

Students must re-enroll at the beginning of a course and will be charged the tuition rate currently in effect. Students must contact their academic advisor in their regional location to re-enroll. A student's account must be current or re-enrollment will be denied.

## School of Education

Students who wish to re-enter a program must contact the director of the appropriate program and complete the necessary registration materials. Students seeking readmission to the University after an absence of more than one year must meet the degree program requirements at the time of readmission.

## Registration

### College of Arts and Sciences

New students plan their program in consultation with their faculty advisors during the orientation periods that precede registration day and the start of classes. Currently enrolled students register for their courses during the preceding semester.

Validation of registration takes place at Check-In at designated times prior to the first day of class in each term. Students who fail to Check-In during the designated period must pay a late Check-In fee. (See the College of Arts and Sciences Tuition and Fees and College of Arts and Sciences Academic Calendars sections of this *Catalog*.)

Changes in registration may be made at the beginning of each session. The relevant dates are listed in the Academic Calendar section of this *Catalog* and in the *Schedule of Classes*. All courses for which a student is registered at the end of the add-drop period will appear on the student's permanent record.

## Transfer Credit

### College of Arts and Sciences

Subject to approval by the Registrar, courses (but not grades) taken at other accredited institutions will be accepted for credit. The University will accept up to 66 credits from accredited two-year colleges and 96 credits from accredited four-year colleges, but the last 32 credits prior to graduation must be completed at the University of Redlands. A student will not be granted credit for any prior transferable coursework that is not declared at admission or during the first semester of attendance. Students already admitted to Redlands who wish to take work at other institutions either concurrently or during May term or summer sessions may transfer only work with a grade of 2.0 or higher subject to approval by the Registrar in advance of the term in which the course is taken.

Transfer courses must be approved by the department or program if they are to be applied to a major or minor. Additional work may be required at the discretion of the department or program.

Students seeking credit from the University of Redlands for courses taken through a Redlands-approved but not regionally-accredited institution can do so only by enrolling for a directed study course approved by a Redlands faculty member. Quality grade points (derived from numeric grading) are not awarded for transfer work and credits from these courses are not calculated into the GPA. Students must provide appropriate evidence that they have completed the proposed work, as required by the sponsoring faculty member or department. Students receiving credit in this manner will be charged a fee rather than tuition. See the College of Arts and Sciences Tuition and Fees section of this *Catalog* for more details.

Correspondence and extension courses taken at fully accredited institutions may be accepted for credit only if approved in advance by the Registrar.



# Academic Standards

The maximum credit for all work taken concurrently at the University and by correspondence, extension, or at another institution should not exceed a total of 19 credits per semester.

## Advanced Placement and International Baccalaureate

The University of Redlands will grant credit for Advanced Placement Tests and International Baccalaureate courses. For Advanced Placement Tests, each department assigning credit establishes its own requirement for a level of acceptance and number of credits accepted. The minimum level of acceptance is a three. Please refer to individual departments for further details. For International Baccalaureate higher level courses, the minimum level of acceptance is a five. Scores of five and six earn 4 credits and scores of seven earn 8 credits.

Many high schools have arrangements with nearby post-secondary institutions, allowing students to take regular college courses while still in high school. The University of Redlands will accept credits for transferable courses if the courses are posted for credits on the transcript of the college where the courses were taken. No matter how many college credits are earned before graduating from high school, the student must go through the application process required of all entering freshmen.

The maximum amount of credit accepted through Advanced Placement, International Baccalaureate, and college courses taken for high school credit is the equivalent of 32 semester credits.

## School of Business Undergraduate

A maximum of 66 lower-division semester credits may be transferred from regionally accredited, two- and four-year colleges. Of the 66 lower-division credits, 24 may come through the College Level Examination Program (CLEP). For students who have upper-division coursework from four-year colleges, transfer credits are accepted up to the total credits required for the degree minus the number of credits earned in the major program. Course waivers from the

major program are allowed up to the residency requirement of 32 credits. Final determination of acceptability of transfer credit is made by the Registrar. Transfer courses that apply to the major program are approved by the Registrar. Additional work may be required at the discretion of the department or programs. Students already admitted to the University of Redlands who wish to take courses at other institutions to complete their degree may only transfer work completed with a grade of 2.0 or higher. All registration at the other institutions must be approved by the School of Business Academic Advisor in advance of enrollment. After completion of the major program, a student may take up to 24 credits from other colleges or universities. If a student requires more than 24 credits to complete degree requirements, the balance of those credits must be taken through the University of Redlands. Quality grade points (derived from number grading) are not awarded for transfer work and credits for these courses are not calculated into the GPA. A student will not be granted credit for any prior transferable credit coursework that is not declared at admission or during the first term of attendance.

## School of Business and School of Education Graduate

School of Business or School of Education graduate students may transfer a maximum of 6 credits from regionally accredited institutions to waive program requirements. Transfer credit acceptability is determined during the admissions process. Program requirements may be waived only where the course content equates with a University of Redlands course and when obsolescence is not a factor. No course that has been completed more than six years before the anticipated date of graduation shall be counted toward a University of Redlands graduate degree.

## Definition of a Unit of Academic Credit

One unit of semester credit is awarded for the amount of work an average student

# Academic Standards

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would accomplish in a minimum of 40 hours (undergraduate) and 45 hours (graduate), including the hours spent in the laboratory or classroom.

## Veterans

Veterans or their dependents may be entitled to Veterans Administration education benefits as students of the University of Redlands. Veterans who receive VA educational benefits are responsible for notifying the Registrar's Office of any change in academic program class load, address, or marital or dependent status. Questions about benefits or status should be directed to the veterans specialist in the Registrar's office.

## Withdrawal

### College of Arts and Sciences

A student who desires to withdraw from the University must submit an official notification to the College of Arts and Sciences Office of Admissions and complete an exit interview with a staff member. If the withdrawal occurs during a semester and before the course drop deadline, the student is required to drop courses using the regular procedures in the Registrar's office. Students withdrawing after the course drop deadline must petition to withdraw from courses through the Academic Review Board. If the petition is successful, the courses will remain on the transcript with a grade of "W." If unsuccessful, the grade will be determined at semester's end by the faculty. See the Tuition and Fees section of this *Catalog* for financial information and for the policy on refunds.

### School of Business

School of Business students who find it necessary to withdraw from a course or their program must do so in writing. Additionally, students must first discuss their course or program withdrawal requests with their Academic Advisor. Written requests from School of Business students reaching the Registrar's office without evidence of this consultation will not be processed; the Academic Advisor will be asked to contact

the student to discuss the student's plan to withdraw. There may be financial ramifications; withdrawing from a course that satisfies prerequisite requirements may also impact the student's ability to remain in the program.

In order to drop a course prior to the first meeting, the Registrar must be notified, in writing, before the course begins. No record of the dropped course appears on the student's transcript.

In order for a student to drop a course after the course has begun but prior to the last meeting of the course, the Registrar must be notified in writing. The request should include the last date of attendance. The withdrawal is effective the day after the last date of attendance. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated according to the tuition refund schedule located in the appropriate Tuition and Fees section of this *Catalog*. The student will receive a grade of "W" on his or her transcript.

Should a student miss the first two sessions of a course without notifying the instructor, the student may be dropped from the course without penalty.

If a student is dropped from two courses in sequence, or three courses within a twelve-month period of matriculation, he or she may be administratively withdrawn from the program. The student should then contact the Academic Advisor if he or she wishes to re-enroll.

In order to withdraw from the program, the student must notify the Registrar in writing. The request should include the last date of attendance. The withdrawal is effective the day after the last date of attendance. The student is responsible for completing a course in progress at the time of the program withdrawal if the student wishes to receive credit for that course. Academic credit is not given for the partial completion of a course.

### School of Education

Students in the School of Education who find it necessary to withdraw from a course or their program must do so in writing.

In order to drop a course prior to the first meeting, the Registrar must be notified, in writing, before the course begins. No record of the dropped course appears on the student's transcript.

In order to drop a course after the course has begun but prior to the last meeting of the course, the Registrar must be notified in writing. The student is responsible for obtaining refunds of tuition and/or charges, which are calculated according to the tuition refund schedule located in the appropriate Tuition and Fees section of this *Catalog*. The student will receive a grade of "W" on his or her transcript.

Should a student miss the first two sessions of a course without notifying his or her instructor, he or she may be automatically dropped from the course without penalty.

If a student is dropped from two courses in sequence, or three courses within a twelve month period of matriculation, he or she may automatically be administratively withdrawn from the program. The student should then contact the program advisor if he or she wishes to reenroll.

In order to withdraw from the program, a student must notify the Registrar in writing. The withdrawal is effective the day the notification is postmarked and is not based on the number of classes attended. The student is responsible for completing a course in progress at the time of withdrawal. Academic credit is not given for the partial completion of a course.

# College of Arts and Sciences Academic Calendar

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Note: the academic calendar for the 2008–09 will be included in the *Catalog* supplement to be published in the summer of 2008.

## 2007–2008

### FALL 2007

Wednesday, August 29	New students arrive. Check-in to residence halls from 8:30 AM to 5PM
August 30 to September 2	New-Student Week
Saturday, September 1	All new students register
Monday, September 2	Continuing students arrive. Check-in to residence halls at 1PM
Monday, September 3	Continuing students check-in for Fall 2007
Tuesday, September 4	Classes begin. Late check-in fee assessed
Tuesday, September 18	Final day to add classes, Arts and Sciences and Johnston Individualized Study contracts
Tuesday, September 25	Final day to submit Johnston regular course contracts
October 8–9	Study Days
Friday, October 12	Final day to drop classes and change grading options and unit values
October 22 to November 16	Advising and registration period for Spring and May Term 2008
Friday, October 26	Final day to record a grade for Spring, May Term, or Summer 2007 as Incomplete
November 21–23	Thanksgiving recess. Residence halls close at 10AM (except Brockton and Cal-Founders).
Sunday, November 25	Residence halls re-open at 1PM
Monday, November 26	Deadline for departmental honors awards to be completed for Fall 2007 graduates
Monday, December 10	Last day of classes
Tuesday, December 11	Study day
December 12–15	Final exams
Sunday, December 16	Winter recess begins
Monday, December 17	Residence halls close at 10AM (except Brockton and Cal-Founders)
Wednesday, December 19	Deadline for Fall 2007 grade submission: 12:00 noon
Friday, February 1	Final Day to submit JNST evaluations for Fall 2007

### SPRING 2008

Sunday, January 6	All students arrive on campus. Residence halls re-open at 1PM
Monday, January 7	New student orientation and check-in. Continuing students check-in for Spring 2008
Tuesday, January 8	Classes begin. Late check-in fee assessed
Tuesday, January 22	Final day to add classes, submit Arts and Sciences and Johnston Individualized Study contracts
Tuesday, January 29	Final day to submit Johnston regular course contracts
Friday, February 8	Final day to drop classes, change grading options and unit value
Saturday, February 23	Residence halls close at 10AM (except Brockton and Cal-Founders)

# College of Arts and Sciences Academic Calendar

February 25–29	Term break (facilities close)
Saturday, March 1	Continuing students' deadline for 2008–2009 financial aid applications (FAFSA and institutional forms) to be sent to processor
Sunday, March 2	Residence halls re-open at 1PM
Monday, March 3	Classes resume
Friday, March 7	Final day to record a grade for Fall 2007 Incomplete
March 10–28	Advising and registration period for Fall 2008
Monday, April 14	Last day of classes
Tuesday, April 15	Study day
April 16–19	Final exams
Wednesday, April 23	Deadline for Spring 2008 grade submission: 12:00 noon
April 21–25	Spring Break recess (facilities open)
Friday, May 30	Final day to submit Johnston evaluations for Spring 2008

## MAY TERM 2008

Sunday, April 27	Continuing students return to campus
Monday, April 28	Classes begin
Wednesday, April 30	Final day to add a class, submit Johnston regular course contract, submit Arts and Sciences and Johnston Individualized Study contract
Thursday, May 1	Final day to drop a class and change grading option or unit value
Friday, May 2	Publication deadline for departmental honors and awards to be completed for Spring 2008 graduates
Friday, May 9	Final deadline for departmental honors awards to be completed for Spring 2008 graduates
Wednesday, May 21	Last day of classes
Thursday, May 22	Final Exams
Friday, May 23	Baccalaureate. Residence halls close at 2PM for all students not participating in graduation
Saturday, May 24	Commencement
Sunday, May 25	Residence halls close at 10AM for all remaining students
Tuesday, May 27	Deadline for May Term 2008 grade submission: 12 noon
Monday, June 23	Final day to submit Johnston evaluations for May Term 2008

# College of Arts and Sciences Admissions

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## UNDERGRADUATE

The University believes that the best education takes place in a challenging and humanizing environment, one that fosters intellectual growth and personal development. We want students who possess high levels of motivation, involvement, commitment, and accomplishment.

### Selection Criteria

Candidates who apply to the University of Redlands will be evaluated individually by admissions officers or the Faculty Review Committee. The following factors are considered:

1. **Academic record.** We are interested in the student who has performed well in a demanding curriculum. The quality of academic achievement (as demonstrated by high school grade point average) during the sophomore through senior years for first-year students and in college-level work for transfers is the single most important factor in our decision-making process. Preferential consideration will be given to first-year students and transfers whose school records reflect a B average or better in academic areas.
2. **Preparation.** We recommend that applicants complete at least 16 credits in solid academic areas during high school, although the cumulative grade point average (GPA) is based on grades ten through twelve. No single academic schedule is required, but a college preparatory program is strongly recommended. Specifically, a student should have taken four years of English and two or three years each of foreign language, laboratory sciences, and social studies. Three years of mathematics up to and including Algebra II are also required.
3. **Standardized testing.** Either the Scholastic Assessment Test (SAT I) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program is required for all first-year applicants. SAT II subject tests are not required. Test

results should reflect the ability necessary to succeed in an academically demanding environment.

4. **Application.** When considering a student's extracurricular activities and personal accomplishments, we look for quality and depth rather than quantity—factors that will enrich the campus community and increase the student's sense of participation. When reading a student's essay, we attend to both content and style.
5. **Interview.** A personal interview, although not required, is strongly recommended.

## First-year Student Application Procedure

Before a student can be considered for admission, his or her file must include:

1. **A completed and signed application with the appropriate application fee** (\$35 for online application available at [www.redlands.edu](http://www.redlands.edu), \$40 for paper application). Checks or money orders should be made payable to the University of Redlands. If the fee poses a financial hardship, it may be waived. Applicants should ask their counselors to request a fee waiver.
2. **Results of either the SAT I and/or ACT.** Applications and scheduled dates for these examinations can be obtained at secondary schools. The SAT code number for the University of Redlands is 4848 and the ACT code is 0464.
3. **An official transcript.** Request that an official transcript from the high school registrar or counselor be sent directly to the University of Redlands Office of Admissions. Hand delivered transcripts, even if they are in a sealed envelope, cannot be accepted.
4. **Two personal recommendations.** One should be given to an administrative official (principal, vice principal, dean, director of guidance, or counselor) and the other to a teacher of an academic subject at the last school attended. If the applicant has been out of school for more

than three years, the reference forms may be written by any two people (except relatives) qualified to provide an evaluation of personal qualities and academic abilities.

## Transfer Application Procedure

Redlands welcomes applications from transfer students because of the valuable contributions that students from varied educational backgrounds and experiences make to the University.

To be considered for admission, a transfer applicant must have graduated from secondary school or the equivalent and must have completed at least 24 semester credits of transferable college-level work. Transfer students should have a record showing that the majority of this coursework has been in academic courses. We also recommend that, in the absence of other strongly supportive academic evidence, a student possess a minimum GPA of 2.5. If less than 24 credits have been completed, an applicant will be reviewed according to first-year student procedures. The University will accept up to 66 credits from a community college transfer and 100 credits from a four-year college transfer, but the last 32 credits prior to graduation must be completed at the University of Redlands.

An application for admission will be acted upon only after the Office of Admissions has received:

1. **A completed and signed application with the appropriate application fee** (\$35 for online application available at [www.redlands.edu](http://www.redlands.edu), \$40 for paper application).
2. **Official transcripts** of record from the last high school and each college attended. (No portion of a college record may be omitted in consideration of eligibility for admission.)
3. **Two letters of recommendation.**
4. **A personal interview** for transfer applicants, although not required, is recommended.

## Admissions Options and Action

### Regular Application for Fall Semester Admission

Candidates who apply for admission for the Fall semester should carefully study the schedule of deadlines at the end of this section. Applications may be submitted as early as the previous September for students applying for the Fall semester of the coming year.

The University of Redlands operates on a “rolling admissions” policy with “phased” deadlines for Fall entrants. Applicants for the Fall semester should apply by December 15, February 1, or March 1. Students receive admission notification approximately one month after the application is complete. Those notified of acceptance who decide to matriculate must submit a \$350 non-refundable tuition deposit to guarantee a place in the class. The deposit, which will be applied toward tuition and fees, must be submitted prior to the published deadlines. For the Fall semester, the tuition deposit deadline is May 1.

### Spring Semester Admission

Spring matriculants must have a completed application on file by November 15. The application will be processed when the file is complete on a policy of “rolling admissions.” As most mid-year entrants are transfers, they are advised to request all official transcripts well ahead of the November 15 deadline.

### Johnston Center Admission

Students applying to the Johnston Center for Integrative Studies are expected to meet the same requirements for admission as the regular undergraduate applicant. **In addition**, students must complete the Johnston Center Supplement.

### Common Application

The University of Redlands is one of more than 255 select, private colleges that accepts the Common Application. Students applying to more than one participating institution are encouraged to submit the Common

# College of Arts and Sciences Admissions

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Application, obtained at high school counseling offices. The Common Application should be submitted along with the \$40 application fee and the University of Redlands Common Application Supplement.

## Deferred Admission

A student may wish to enroll at the University later than the semester indicated on the letter of admission. Entrance may be deferred by notifying the Office of Admissions in writing and submitting a \$350 non-refundable tuition deposit. A deferred file will be kept active for one calendar year. After that time, the candidate must submit a complete readmission application.

## International Students

The University of Redlands welcomes the diversity provided by students from various nations and cultures. To be considered for admission, an international student must submit: a completed University of Redlands Application or a Common Application and a University of Redlands International Student Supplement; a US \$35 online application fee, or a US \$40 paper application fee payable in the form of a bank draft in US dollars or by an American Express, Visa, Mastercard or Discover Credit Card; two letters of recommendation; "Certified True Copies" of original secondary school records and certificates; an autobiographical essay; and a bank statement or certification of Finances form. International students whose primary language is not English must submit the results of the Test of English as a Foreign Language (TOEFL). The results of the SAT I and ACT are not required of international students but may be submitted. Assuming above average or superior academic credentials, admission will be offered to students with TOEFL scores above 550 (213 for the computer-based test). International students must submit all credentials to the Office of Admissions by February 1 for Fall entry and by November 1 for Spring entry.

## Guest Students

A student who is a degree candidate at another institution may attend the University of Redlands as a guest student on a full- or part-time basis. A simplified admission procedure is provided for such students. Inquiries should be addressed to the Study Abroad Office. It is the guest student's responsibility to check whether credits taken at Redlands may be transferred to the degree-granting institution. University of Redlands scholarship aid is not available to guest students.

## Part-time Students

Students who are not pursuing a degree may take up to 8 credits per semester. Degree candidacy on a part-time basis is limited to students of non-traditional college age who hold permanent employment or have family obligations. The dean of admissions must approve such candidacy. No more than 16 credits of non-degree, part-time coursework may be applied to candidacy.

## Readmission

Students who have previously attended the University of Redlands or who have been accepted within the previous year may seek readmission by submitting the University of Redlands reapplication for admission.

## Appeal Procedure

Students seeking to appeal an admission decision can write to the Faculty Admissions Review Committee through the Office of Admissions. Additional documentation in support of the appeal must be provided.

## Dates and Deadlines

**November 1.** Application processing begins for Spring semester.

**November 15.** Application deadline for Spring semester.

**December 1.** Application processing begins for Fall semester.



# College of Arts and Sciences Admissions

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**December 15.** Phase I deadline for the Fall semester. Students who are applying for a talent or merit scholarship should apply by this date.

**February 1.** Phase II deadline for the Fall semester. Students seeking “need-based” financial assistance should apply by this date.

**March 1.** Phase III deadline for the Fall semester. Transfer and late freshman applicants should apply by this date to receive consideration for on-campus housing and financial assistance.

**May 1.** Candidate’s reply date. \$350 non-refundable tuition deposit due. International Students should submit the \$350 deposit in the form of a bank draft in US dollars, or with an American Express, Visa, Mastercard, or Discover credit card.

## GRADUATE PROGRAM ADMISSIONS

The College of Arts and Sciences offers master’s degrees in communicative disorders, music, and environmental studies. Please refer to the appropriate department sections in this *Catalog* for information.

# College of Arts and Sciences Financial Aid

## GENERAL INFORMATION

Financial need is calculated as the difference between the cost of attending college and the expected contribution from students and their parents. Financial aid is an award in the form of a scholarship, grant, loan, and/or work opportunity that will assist in meeting this need.

Every effort has been made to ensure the accuracy of this information at the time of publication. However, due to frequent changes in program regulations mandated by the U.S. Congress, Department of Education, and the State of California, the information contained herein is subject to change without notice.

*This information reflects the policies, tuition, and fees for the 2007-2008 academic year. These will change for the 2008-2009 academic year. New information will be available during summer 2008.*

## Financial Aid Vocabulary

Acronyms and initials are frequently used in discussing financial aid; many appear in this publication. Familiarity with the following terms is helpful when investigating potential financial aid programs:

<b>COA</b>	Cost of Attendance
<b>EFC</b>	Expected Family Contribution
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FFELP</b>	Federal Family Education Loans Program
<b>GPA</b>	Grade Point Average
<b>IRS</b>	Internal Revenue Service
<b>SEOG</b>	Supplemental Educational Opportunity Grant
<b>ACG</b>	Academic Competitiveness Grant
<b>SMART</b>	Science and Mathematics Access to Retain Talent (Federal Grant)
<b>SAR</b>	Student Aid Report
<b>AMS</b>	Academic Management Services TuitionPay

## Eligibility

To receive need-based financial aid, a student must meet each of the following conditions:

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or someone who is in the United States on other than a temporary basis.
2. The applicant must have demonstrated financial need according to the current need analysis procedure.
3. The applicant must be registered with the Selective Service if the applicant is a male at least 18 years old and not a current member of the active armed forces.
4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

## Outside Funding Sources

### Army ROTC, Air Force ROTC

These programs provide college-trained officers for the U.S. Army, the National Guard, the U.S. Air Force, the Air National Guard, and the U.S. Army Reserve. ROTC scholarships pay for college tuition, books, lab fees, and other purely academic costs. Scholarship cadets also receive a tax-free living allowance up to \$1,000 for each academic year the scholarship is in effect. Applicants must be citizens of the United States when they accept the award, at least 17 years of age, and under 25 years of age on June 30 of the year they become eligible for appointment as officers. The SAT or ACT must be taken no later than November of the year the candidate applies for the scholarship. For further information, call (213) 740-2670.

### Veterans Assistance

The University of Redlands has been designated by the Veteran's Administration as one of the qualified institutions veterans may attend and receive benefits under the following U.S. Codes:

- Chapter 30, Montgomery G.I. Bill-Active Duty

- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815)
- Chapter 32, VEAP
- Chapter 35, War Orphans Educational Assistance Act
- Chapter 1606, Montgomery GI Bill-Select Reserve

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000, or contact the Registrar's office, Pam Verosik, at (909) 748-8338.

## UNDERGRADUATE INFORMATION

### Sources of Financial Aid

The following is a list of financial aid programs available to students in the College of Arts and Sciences.

### Need-Based Grants

#### University of Redlands Grants

First-year student eligibility for this grant is determined by academic performance based on the applicant's high school grade point average (GPA) and SAT/ACT score, leadership activities, and the calculated amount of financial need. Academic performance for transfer students is determined by the cumulative GPA of all previous college work completed.

*Note: Students must reapply for financial aid every year by March 2. Students who apply after March 2 may see a reduction in their university grant award.*

#### CAL Grant A and CAL Grant B

CAL Grants are funded by the State of California and are administered by the California Student Aid Commission (CSAC). They assist low- and middle-income students with tuition and fees. Awards are based on financial need and grade point average. When you file a FAFSA and a California GPA verification form by March 2nd, you are automatically considered for a Grant. CSAC makes all final CAL Grant decisions.

#### Federal Pell Grant

This federal grant ranges from \$400 up to \$4,310 for a full-time undergraduate student. The award is determined by the amount of the calculated family contribution (EFC) in relation to the cost of attending the University of Redlands. Eligibility may extend to the period required to complete the first baccalaureate degree.

#### Federal Supplemental Educational Opportunity Grant (SEOG)

This federal grant assists students who demonstrate financial need, and is administered by the Office of Financial Aid. Grants range from \$200 to \$4,000 per academic year. A student must have a Pell Grant to be eligible to receive an SEOG.

#### Academic Competitiveness Grant (ACG)

The ACG is a federal grant program awarded to a student who is a Pell Grant recipient, a U.S. citizen, first or second year student in a two or four year degree program, enrolled full-time, and have completed a rigorous secondary program of study. Freshmen are eligible to receive up to \$750 (\$375 per semester) for one academic year. Sophomores who obtained at least a 3.0 GPA at the end of the freshman year, are eligible to receive \$1,300 (\$650 per semester) for a single academic year.

#### National Science and Mathematics Access to Retain Talent (National SMART) Grant

The National SMART Grant is a federal grant program awarded to students in their junior and senior years. An eligible student must be a Pell Grant recipient, U.S. citizen, enrolled full-time, have a GPA of 3.0 or better at the beginning of each semester, and major in either Computer Science, Engineering, Technology, Life Sciences, Mathematics, Physical Sciences or certain Foreign Languages. Students are eligible to receive up to \$4,000 (\$2,000 each semester) each academic year.

# College of Arts and Sciences Financial Aid

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## Institutional Loans

A loan is often part of a financial aid award package and often enables students to defer educational costs. All educational loans must be repaid.

### University of Redlands No Interest Loan

This interest-free loan is available to graduates of California high schools and California community college transfer students, and is packaged according to the University's packaging policy. Funding is limited, and a co-signer is needed. Repayment begins six months after graduation or upon leaving the University of Redlands. The loan must be repaid within 10 years, and is not deferrable during graduate school. If a student is awarded a No Interest Loan, a promissory note will be mailed to him/her over the summer.

### Federal Perkins Student Loan

This federal loan carries an interest rate of 5 percent and is repayable starting nine months after graduation, upon termination of an academic program, or after enrolling for fewer than 6 credits during a semester. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. An additional 10 years may be requested for low-income individuals based upon criteria developed by the U.S. Secretary of Education. The exact quarterly repayment will be greater for loans in excess of \$1,800. This loan is administered by the University of Redlands. Annual loans generally range from \$200 to \$3,000.

**Loan Limits** (aggregate amounts). For undergraduate students the annual loan limit is \$4,000 and for graduates the limit is \$6,000. The aggregate loan limit is \$20,000 for undergraduate students and \$40,000 for graduate students, including any amount borrowed as an undergraduate.

### Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and

credit unions. No interest is charged to the student, nor is repayment required, while the borrower is enrolled at least half-time. The interest rate is a fixed 6.8 percent for loans borrowed after July 1, 2006. For loans borrowed before July 1, 2006 the interest rate is variable with a cap of 8.25 percent. Students are eligible for a 6 month grace period once they drop below half-time enrollment, before repayment begins. Students are eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education.

**Loan Limits.** Students with a demonstrated need of more than \$100 can borrow only what is needed, not to exceed a maximum of \$3,500 a year for freshmen, up to \$4,500 a year for sophomores, up to \$5,500 a year for juniors and seniors, and up to \$8,500 a year for graduate students.

**Minimum Annual Repayment.** The minimum annual repayment on loans will be \$600 a year (\$50 a month). Repayment periods may be less than five years if necessary to ensure this minimum repayment.

### Unsubsidized Federal Stafford Student Loan

All students are eligible for this loan if determined to be ineligible for the Federal Subsidized Stafford. Also, undergraduate students, whose parent applies for a PLUS Loan, but is denied, are eligible for an additional Unsubsidized Stafford Loan of either \$4,000 (freshmen and sophomores) or \$5,000 (juniors and seniors). The same terms and conditions apply as to Subsidized Federal Stafford Loans, except the borrower is responsible for the interest that accrues during deferment periods (including time in school) and during the six month grace period. The student's options in handling the interest of the loan are: (1) Pay the interest and the principal; (2) Pay the interest quarterly and defer the principal; (3) Defer the interest and principal until the student goes into repayment (interest will accrue and be capitalized to the loan when the student enters repayment).

## Federal Parent PLUS Loan for Undergraduate Students

The Education Amendments of 1980 established the PLUS loan to allow parents of dependent, undergraduate students to borrow up to the total cost for the academic year, minus financial aid received. Repayment is required to begin within 60 days after the last disbursement, and there is no in-school federal interest subsidy on these loans. The current interest rate is a fixed 8.5 percent for loans borrowed after July 1, 2006. For loans borrowed before July 1, 2006 the interest rate is variable with a cap of 9 percent. The monthly minimum payment must be \$50 or an amount that will allow the loan to be paid in full in 10 years, whichever is more. For more information, applications, and a list of participating lenders, parents should contact the Office of Financial Aid.

## Work Opportunity

Work may be included as part of the financial aid award package. Such jobs are usually located on campus, although some can be off campus. Part-time jobs can add depth to a student's educational experience and can be a valuable asset when seeking employment after graduation. Students may not work more than 10 hours a week during regular class sessions and should expect to earn between \$2,300 and \$2,600 during the academic year, although the exact earning potential depends upon the student's academic schedule. Institutional funds and federal funds are allocated to provide part-time employment to students.

## Academic and Talent Awards Not Based on Need

The University of Redlands offers a variety of scholarships without consideration of financial need or athletic ability.

### Achievement Award

Students are awarded up to \$11,500. Submission date: Apply to the University by Phase 1 (December 15) and indicate on the application your interest in the award.

Include a resume of activities, positions, and honors achieved.

Basis of award: Awarded to students who have superior academic records and/or have demonstrated an unusual degree of leadership and accomplishment in school or community service.

Renewal criterion: 3.00 GPA or higher.

### Presidential Scholarships

Each entering freshman whose recalculated high school GPA in all college preparatory courses (10th through 12th grades) is above a 3.50 and whose combined SAT I score equals or exceeds 1,100, or whose ACT score is equal to or exceeds 23, is eligible to receive a Presidential Scholarship of \$2,500. Renewal criterion: 3.00 G.P.A. or higher.

### Talent Awards

University of Redlands Talent Awards in amounts up to \$6,000 are available in each of the following areas to entering first-year students and transfer students: art, creative writing, debate, and music. Selection and renewal are based upon recommendation by the department.

### Renewal Policy on Merit Awards

To be eligible to renew Achievement Awards or Presidential Scholarships, students must:

1. Make satisfactory progress towards their degree. Normally this would mean completing 31 credits by the end of their first year; 63 credits by the end of the second year; and 95 credits by the end of the third year.
2. Achieve a cumulative GPA of at least 3.00 by the end of the sophomore year and each year thereafter. Johnston Center students who have few or no courses taken for a numerical grade must be similarly evaluated by the Johnston Center director.

For all of the above awards, students who fail to meet renewal criteria after any semester but are able again to meet the criteria after a year of work may be eligible to have the scholarship reinstated. Final award renewals must be approved by the director of Financial Aid.

# College of Arts and Sciences Financial Aid

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*Note: If a recipient of any of the above awards is also eligible for need-based funding, the total value of all University gift aid cannot exceed the cost of tuition.*

## Method of Payment of Financial Aid Awards

All financial aid awards are credited directly to a student's account at the beginning of each semester. The work award is paid twice monthly to the recipient according to the number of hours worked in each two-week period.

## Cost of Attendance

The following table outlines the cost of attendance for the 2007-2008 academic year:

### On-Campus Student Budget

Tuition	\$30,326
Room (double occupancy)	5,456
Board (Meal Plan B)	4,326
ASUR fee	300
Books and supplies*	1,400
Total	\$41,808

*\*Estimate of possible cost to student.*

## Analysis Systems

### Family Contribution

The expected family contribution is calculated on the basis of the financial information provided by parents and students on the FAFSA. The analysis system attempts to judge the family's financial ability to contribute toward the cost of education, not how much they will pay (i.e., the calculation is determined using objective facts of a family's financial position as opposed to the family's financial practices). The analysis procedure attempts to determine an expected family contribution based not only upon income, but upon a variety of other variables as well: investments, indebtedness, family size, siblings attending college at the same time, etc. The FAFSA calculates the family contribution for federal funding.

### How a Financial Aid Award Is Determined

An award package is a combination of grant, loan, and/or work funds designed to assist in

meeting a student's need. Financial need equals the difference between educational cost [see "Cost of Attendance" above] and the family contribution (parental contribution plus a student's income and asset contribution).

## Financial Aid Policies and Practices

### Dependent or Independent

Students (and their families) have the primary responsibility to meet the cost of their college education to the extent determined possible by the analysis system. Financial aid is available only to cover the difference between each student's resources and the required expenses of attendance. To qualify as an independent student for federal funds, state funds, and/or University of Redlands funds, the applicant must meet one of the criteria listed below. The individual must be:

1. At least 24 years old by December 31 of the award year;
2. An orphan or ward of the court;
3. A veteran of the U.S. Armed Forces or currently serving on active duty for purposes other than training;
4. An individual with legal dependents other than a spouse;
5. A graduate or professional student; or
6. A married person.

### Duration of Financial Aid Eligibility

The total number of semesters for which financial aid can be awarded and received is determined by subtracting from eight the number of semesters of any college-level work accepted by the University of Redlands. For example, a first semester, first year student would be eligible for eight semesters of aid, while a first-semester junior would be eligible for four semesters of aid.

### Who Sets the Rules, Regulations, and Procedures

Financial aid funds are provided to students primarily from three sources: federal government, state agencies, and individual colleges.

**Federal** (Pell Grant, Perkins Loan, Stafford Loan, ACG Grant, Smart Grant, Work, Supplemental Educational Opportunity Grant programs)—Federal regulations outline and govern the following items: institutional responsibilities, student responsibilities, application procedure, student eligibility, maintenance of student records, analysis procedure, award coordination with state and college awards, and recipient enrollment requirements.

**State** (CAL Grant A and CAL Grant B)—The State of California regulates institutional responsibilities, student responsibilities, student eligibility, application procedure and deadlines, analysis procedure, award coordination with federal and college awards, and enrollment requirements.

**College** (Awards of Merit, Achievement Awards, University Scholarships and Grants, Presidential Scholarships, Talent Awards, University of Redlands No Interest Loan)—Members of the University of Redlands Board of Trustees, in coordination with the Financial Aid Committee, regulate the distribution of college funds, adhering first to federal and state regulations.

The Office of Financial Aid at the University of Redlands adheres to all federal, state, and college regulations in the application for and in the analysis and awarding of, financial aid to ensure regulations are not in conflict and meet the language and intent of the legislative provisions. Copies of federal, state, and institutional regulations and procedures are on file in the Office of Financial Aid.

## Satisfactory Academic Progress

The University of Redlands defines satisfactory academic progress on the basis of the number of credits and approved degree requirements satisfactorily completed, as well as the student's cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, undergraduate students must meet the following minimum standards based on a 12-month calendar year.

## Minimum Requirements for Full-time Status

Student must complete at least 24 credits per year (12 credits per semester) with at least a 2.0 grade point average.

## Special Notes

Although the 24-academic-credit-per-year requirement for full-time students is the minimum acceptable standard to be eligible for financial aid, a student must complete an average of 32 credits per academic year to graduate within a four-year period. A student may have met the minimum satisfactory academic progress requirement throughout the four years and be unable to graduate because (s)he will not have met the 128-credit degree requirement. If this happens, the student will not be eligible for State of California or University of Redlands non-Title IV aid for the ninth and tenth semesters, which might be required to complete University of Redlands degree requirements.

- Classes that a student received an incomplete for will not be counted toward the number of credits completed until the grade has been posted.
- Part-time students are not eligible for University of Redlands funding.

## STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of all financial aid recipients as required by federal and state regulations are outlined below.

What students have the right to know:

- The deadlines for submitting application for each of the available programs.
- How your financial need was determined.
- How much of your financial need has been met.
- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- How financial aid program eligibility is determined, how decisions on eligibility are made, the basis for these decisions, and the

# College of Arts and Sciences Financial Aid

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procedures for appealing decisions if you believe you have been treated unfairly.

- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin.
- What it costs to attend the University of Redlands and what the University's refund policy requires of the University and of you.
- How the University determines whether you are making satisfactory progress, and what happens if you are not.
- What happens if you withdraw or drop out during the year.

## **Responsibilities of students:**

- You should read carefully all information regarding the University of Redlands programs.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- You must be aware of and comply with the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You are required to report to the Office of Financial Aid if you drop below full-time status.
- You must provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or any agency to which you applied.
- You have to update information such as name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.

- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with all policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a Federal Perkins Student Loan or a Federal Stafford Loan from the Office of Financial Aid, you must participate in an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands.
- You must perform the work that is agreed upon in accepting a work opportunity award. You are required to monitor your earnings and not to exceed the maximum amount of your work opportunity award. Overworking will necessitate a reduction of other forms of financial aid in your package.
- If you receive additional funds from any source, such as outside scholarships, before or after you receive financial aid from the University, you must report the source and value of the award to the Office of Financial Aid. Additional funds frequently require an adjustment to the existing financial aid award to avoid an "overaward" as defined by federal and state regulations.

## **Revisions of Financial Aid Awards**

All financial aid awards are final when granted. However, the Financial Aid office will re-evaluate and consider a revision of the financial aid award if there is a change of family circumstances during the award year, correction or change in the data reported by the family, or discovery of an unintended error. Any revision will be subject to the availability of funds.

## **Drug Related Convictions**

Title IV financial aid eligibility is suspended for a student convicted of violating any Federal or State drug possession or sale law.



For drug possession convictions, eligibility is suspended:

- One year for the first offense,
- Two years for the second offense, and
- Indefinitely for the third offense.

For drug sale convictions, eligibility is suspended:

- Two years for the first offense, and
- Indefinitely for the second

A student's Title IV financial aid eligibility may be resumed before the end of the ineligibility period if:

- The student satisfactorily completes a drug rehabilitation program which complies with criteria established by the Secretary and such a program includes two unannounced drug tests, or
- The conviction is reversed, set aside, or otherwise removed from the student's record.

## Uniform Crime Reporting

For information regarding compliance with federal regulations on uniform crime reporting, please refer to the "Legal Statements" section of this *Catalog*.

## Emergency Student Loan Funds

The Financial Aid office administers a short-term, no-interest loan fund to assist students experiencing an unexpected emergency or cash-flow problem. Except in unusual circumstances, these loans do not exceed \$50 and are due and payable within 30 days to the University's Business Office. Evidence of repayment ability is a prerequisite for all subsequent short-term loans made to students.

## Refund Policy

Refunds are calculated from the date of official withdrawal or leave of absence. Students who withdraw unofficially or at the request of the University are not entitled to any institutional refund for the current semester. A withdrawal or leave of absence is considered official when written notice has been provided to the College of Arts and Sciences Office of Admissions for undergraduate students (excluding Liberal Studies) and specific program director's offices for grad-

uate and Liberal Studies students. Written withdrawal or leave of absence notification is required to state the intention of the student to discontinue the course(s) in which he or she is registered and their last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

The refund calculation schedule is outlined in the Tuition and Fees section of this *Catalog*. Once the amount of the refund has been calculated, the Financial Aid office will determine the Title IV refund amounts according to the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations. This information is available in the Financial Aid office.

## APPLICATION PROCEDURE

### How to Apply for Financial Aid—

#### New Students

- Apply for admission by February 1 prior to the academic year of anticipated entrance.
- Complete the Free Application for Federal Student Aid (FAFSA) by March 2.
- California residents applying for a Cal Grant A or B must do so by March 2 prior to the academic year of anticipated entrance by submitting the completed FAFSA and GPA verification form.
- Apply for a Pell Grant by completing the FAFSA.

#### Returning Students

- **Free Application for Federal Student Aid (FAFSA)**

The FAFSA must be completed each year prior to March 2 in order to be eligible for the next academic year. Students can complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

- **CAL Grant A and B GPA Verification form (California residents applying for CAL Grant A and B)**

Students must complete it by March 2 prior to the academic year of anticipated entrance. If the student has not yet

# College of Arts and Sciences Financial Aid

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completed at least 24 credits at the time the GPA Verification form is completed, the student will need to have the form completed by the last institution the student attended and completed 24 credits or the student's high school.

## Appeal Process

A student may appeal the University of Redlands financial aid decisions in writing to the Office of Financial Aid.

## Information and Assistance

For further information about financial aid, or for assistance in completing any of the application forms, write to the Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5 p.m., at (909) 748-8047; or contact them at [financialaid@redlands.edu](mailto:financialaid@redlands.edu).

## GRADUATE INFORMATION

*Note: The following paragraph titles reflect information pertinent to graduate as well as undergraduate students. The information listed below immediately precedes this graduate section.*

- Student Rights and Responsibilities
- Revision of Financial Aid Awards
- Crime Reporting
- Emergency Student Loan Funds
- Refund Policy
- Application Procedure
- Deadlines
- Appeal Process
- Information and Assistance

## Graduate Assistantships

These are available to graduate students in all graduate programs. Applications may be obtained from the chair or director of the program in which the student plans to enroll.

## Loan Programs

These are available to graduate students in all College of Arts and Sciences programs. Requests for the appropriate application forms should be sent to the Office of Financial Aid at the University of Redlands.

## Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and credit unions. No interest is charged to the student nor is repayment required while the borrower is enrolled at least half-time. The interest rate is fixed at 6.8 percent for loans borrowed after July 1, 2006. For loans borrowed prior to July 1, 2006, the interest rate is variable with a cap of 8.25 percent. Students are also eligible for a six month grace period, once a student drops below half-time, before repayment starts.

Students will be eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education.

**Loan Amounts.** Eligible graduate or professional students may borrow up to \$8,500 per academic year. It is recommended that students borrow only the amount necessary because the higher the aggregate loan, the higher the monthly payment.

**Minimum Annual Repayment.** The minimum annual repayment on loans disbursed will be \$600 a year (\$50 a month). Repayment periods may be shortened below five years if necessary to ensure this minimum payment.

## Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Subsidized Federal Stafford Loans, except the borrower is responsible for the interest that accrues during deferment periods (including time in school) and during the six-month grace period. The student's options in handling the interest of the loan are: (1) Pay the interest and the principal; (2) Pay the interest quarterly and defer the principal; (3) Defer the interest and principal until the student goes into repayment (interest will accrue and be capitalized to the loan when the student enters repayment).

## **Grad PLUS Loan Loan Amounts.**

A student is eligible to borrow up to \$12,000. Graduate students are eligible to borrow from the Grad PLUS (PLUS loan for Graduate Students) Loan Program. Students can borrow up to the cost of education minus other financial aid. It is recommended that students maximize their Stafford Loan eligibility before borrowing from the Grad PLUS.

## **Satisfactory Academic Progress**

The University of Redlands defines satisfactory academic progress on the basis of the number of credits and approved degree requirements satisfactorily completed, as well as the student's cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, graduate students must meet the following minimum standard based on a twelve-month calendar year.

## **Minimum Requirements for Full-time Status**

Each student is required to complete a minimum of 18 academic credits per year with a 3.0 grade point average. Classes that a student received an incomplete for will not be counted toward the number of credits completed until the grade has been posted.

# College of Arts and Sciences Tuition and Fees 2007–2008

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2007-2008 academic year (Fall and Spring semesters and May Term session). Fees and course offerings for summer programs are covered in separate publications. (For all matters not covered specifically in other publications, this *Catalog* will apply.) **Expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

Fees for the 2008-2009 academic year will be published during summer 2008.

## DEFINITIONS

### Undergraduate

**Full Year** is defined as Fall/Spring/May Term, or Fall/Spring and includes 24-38 academic credits.

**Half Year** is defined as Fall only, Fall/May Term, Spring/May Term, or Spring only and includes 12-19 academic credits.

**Full-time** degree-seeking students are charged full tuition for 1 or more credits in any single semester.

**Part-time** is defined as 1-8 credits per semester.

### Graduate

Graduate program tuition is charged on a per-credit basis.

**Full Year** is defined as Fall/Spring/May Term, or Fall/Spring.

**Half Year** is defined as Fall only, Fall/May Term, Spring/May Term, or Spring only.

### Graduate Assistantships

Graduate assistantships are available. Contact the appropriate department for application and awards information.

## TUITION, FEES AND EXPENSES

(Numbers in columns indicate dollar amounts.)

### Undergraduate Tuition

Full Year . . . . .	\$30,326
Half Year . . . . .	15,163
May Term only, per credit . . . . .	948

### Special Status Undergraduate

Part-time tuition, per credit . . . . .	\$948
Individualized Study, per credit . . . . .	948

### Undergraduate Auditing, per credit

Degree candidates . . . . .	\$948
Non-degree students . . . . .	225
High school students . . . . .	120

There is no charge for auditing by full-time undergraduate students within full-year (38 credits) or half-year (19 credits) limits. However, if auditing a course takes the total number of credits beyond the stated limit, the excess credit fee will apply. Full-time students may not audit applied music courses.

### Liberal Studies Evening Program

Per program . . . . .	\$17,550
Per credit . . . . .	606

## Graduate Tuition

### Music and Communicative Disorders

Per credit . . . . .	\$659
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### M.S. in GIS

Per program . . . . .	\$33,645
Per credit . . . . .	730

### Graduate Individualized Study

Per credit . . . . .	\$659
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### Graduate Auditing, per credit

Degree candidates . . . . .	\$659
Non-degree students . . . . .	225

### Cross-registration with the Schools of Business and Education

Full-time, upper-division Arts and Sciences students may cross-register for School of Business or School of Education courses with the permission of their academic advisors. Students may register for one School of Business or School of Education course per term provided it does not duplicate an Arts and Sciences offering. No more than 12 credits taken at the School of Business and the School of Education can be applied toward

# College of Arts and Sciences Tuition and Fees 2007–2008

a baccalaureate degree. School of Education or School of Business add requests must be signed by the student's advisor and the registrar. Credits taken at either the School of Business or the School of Education are considered part of the regular academic load and are subject to the Arts and Sciences excess credit fee. Part-time, degree-seeking students follow the same procedures and policies as stated above for full-time students. Part-time, non-degree students are charged the School of Business or School of Education credit fee.

## Residence Hall Fees

Room	Full Year	Half Year
Double room	\$ 5,454	\$ 2,727
Single room, double size	8,448	4,224
Single room, single size	6,906	3,453
Triple room	4,490	2,245
Brockton Apartments	6,906	3,453

Board	Fall	Spring	Total
Plan A	\$ 2,126	\$ 2,126	\$ 4,252
Plan B	2,163	2,163	4,326
Plan C	2,227	2,227	4,454
Plan D*	1,131	1,131	2,262
Plan E	2,318	2,318	4,636
Plan F	1,131	1,131	2,262
No meal plan** (Dining Facility Fee)	434	434	868

\*Available only to residents of University-owned alternative housing (the Brockton Apartments, Honor Houses), or to students who live off campus.

\*\*Students who live on campus (residence halls) and obtain permission to cancel their subscriptions to a meal plan, regardless of the reason, are charged \$868 (\$434 per semester).

## Graduate MSGIS Central Apartment Monthly Rent Rates

Double-Large	\$690
Double-Small	643
Family-Large	1205
Family-Small	1121
Single-Large	956
Single-Small	909

Students are required to stay on the same meal plan for the entire semester.

The board fee covers food costs for students during the entire period school is in session, excluding scheduled vacation periods (Thanksgiving, Christmas, Spring recesses, and semester breaks).

**Non-returning Student Contract Cancellation.** . . . . . \$200  
Continuing students may cancel acceptance of room and board contracts without penalty if written notification is received in the Office of Student Life by August 1. After that date, the penalty is charged to continuing students who do not honor a signed room and board contract.

## Other Special Costs

**Accident and Sickness Insurance** (optional for Domestic Students), per year . . . . . \$430

**Supplemental Major Medical Insurance** (optional for Domestic Students), per year. . . . . \$150

**Accident and Sickness Insurance with Supplemental Insurance** (mandatory for International Students), per year. . . . \$580

**Admissions Deposit** . . . . . \$350  
*Each Arts and Sciences student admitted to the University must pay a \$350 admissions deposit. For students who enroll, the deposit is credited toward the student's entering semester tuition. For students who do not enroll, the admissions deposit is not refundable.*

## Application Fee (not refundable)

Used to cover the cost of processing admissions applications.  
Computerized . . . . . \$35  
Non-computerized . . . . . 45

## Associated Students Fee

Collected by the University to support ASUR and its sponsorship of various activities.  
Regular student, per year . . . . . \$300  
Full-time graduate, per semester . . . . . \$74  
Special Status undergraduate, per year . . . . . 100

# College of Arts and Sciences Tuition and Fees 2007–2008

Part-time graduate,  
per semester . . . . . 54  
 MSGIS graduate, per semester. . . . . 154  
 Visiting student for May Term. . . . . 56  
 International Off-Campus Programs,  
per semester . . . . . 46  
*Collected by the University to support ASUR and its  
sponsorship of activities. (The Salzburg semester is  
charged at the regular student rate.)*

**Replacement Diploma Fee.** . . . . . \$50

**Examination for Credit  
in Lieu of Classwork, per credit** . . \$295  
*Available only to full-time students who have not  
previously audited or attended the course.*

**Excess Credits Fee, per credit** . . . . . \$948

**Liberal Studies Excess Credits Fee,**  
per credit. . . . . 606  
*For academic credits taken in excess of the limit (41  
per year or 19 per semester, 32 per year or 12 per  
term for Liberal Studies). All credits, including those  
for performance (applied) and ensemble music  
courses, are considered academic credits. Only physi-  
cal education activities are excluded from considera-  
tion as academic credits. Excess credits apply only to  
undergraduate students.*

**Field Trips.** . . . . . actual cost per student

**Late Check-in Fee**  
For the first occurrence of checking in  
after the approved deadline . . . . . \$100

**Late Change of Program  
Processing Fee**  
During the semester . . . . . \$40  
After close of semester. . . . . 90  
*If granted permission by the Academic Review Board  
to change program after normal add or drop deadline.*

**Late Payment Fee,**  
per occurrence . . . . . \$250  
*For bills not paid by the payment due date of each  
semester.*

**Late Immunization Fee,** . . . . . \$250  
*For immunization documents turned in after the  
approved deadline.*

**Matriculation Fee**  
(not refundable) . . . . . \$150  
*Encompasses costs incurred by the University for  
maintenance of students' permanent records.*

**Placement File Fee**  
Fee includes the establishment of the place-  
ment file plus 10 files to be sent in the acad-  
emic year of establishment (September 1  
through August 31).  
Students . . . . . \$20  
Alumni . . . . . 40  
*For fees relating to maintenance or modification of  
files, contact Student Services Center.*

**Reader's Fee per course.** . . . . . \$385  
*Assessed to students who make up "incomplete" work  
after the deadline and after leaving the institution.  
Approval to complete such work must be secured from  
the Registrar's office.*

**Replacement ID Fee** . . . . . \$10

**Thesis Fee—Graduate Program.** . . . \$50

**Transcripts of Records, each copy.** . . . \$5  
 Johnston Center Transcript,  
each copy . . . . . 8

## MUSIC FEES

Unless stated otherwise, these are charged  
in addition to tuition and apply to all  
students. Music fees are not refundable after  
the second week of classes.

Group Lessons, per credit . . . . . \$150  
 Private Lessons\*, per credit. . . . . 215  
 Class Lessons, per class  
 Full-time students. . . . . no extra cost  
 Part-time and non-degree students . . . . . 150

*\*Music majors are eligible for a waiver of this fee if  
they meet specific criteria. All students who register  
for a major conducted ensemble are eligible for a  
reduced fee. See "Waiver or Reduction of Private  
Lesson Fees" below. Appropriate conducted ensem-  
bles are: MUSI 111 University Choir, MUSI 112  
Chapel Singers, MUSI 114 Madrigals, MUSI 131  
UR Symphony Orchestra, MUSI 131 University of  
Redlands Symphony Orchestra, and MUSI 138  
Wind Ensemble.*

## Waiver or Reduction of Private Lesson Fees

Students required by their program curriculum to register for private lessons will have private lesson fees waived for the minimum number of credits required in their respective majors, regardless of the distribution of these credits among various instruments or in voice. Credits for private instruction earned at other universities will be counted in determining this minimum number. Students will be charged the private lesson fee for any instruction beyond the minimum number of credits. Music majors in the bachelor of arts program may waive a maximum of 16 credits of private lesson fees.

To qualify for waiver of private lesson fees, students must meet all of the following requirements:

- Be registered full-time;
- Be registered for or have completed MUS 10, 101, 102, 103, 104, 105, 106, 107, 108 (MUS 103, 104, 107, and 108 are not required for bachelor of arts majors);
- Be declared and approved as a music major;
- Be advised by a member of the music faculty; and
- Be registered for a course of study that will permit graduation within nine semesters. Semesters of eligibility for transfer students will be pro-rated.

Full-time students who concurrently enroll for credit in, and successfully complete, MUSI 111, 112, 113, 114, 130, 131, 136, or 138 are eligible for a special private lesson fee of \$70 per credit; the minimum enrollment per semester is 2 credits.

## Methods of Payment

All charges must be paid in full or application must be made to the University's approved tuition installment plan (AMS)\* prior to the tuition due date. All remittances should be made payable to the University of Redlands.

**Students with past due balance on their University account are subject to dismissal from the University. The University will not release transcripts**

or a diploma until the past due balance is paid in full.

**Students will not be permitted to pre-register for the next term until the past due balance is paid in full.**

If the University is required to use third-party collections (i.e., collection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.

**For information regarding student and parent loan programs, please refer to the appropriate category in the Financial Aid section of this *Catalog*.**

*\*For information regarding the tuition installment plan (AMS), please contact the Office of Business and Finance—Student Accounts.*

## Policy on Refunds

Refund policies at the University of Redlands are established in compliance with the 1992 amendments to the Higher Education Act of 1965. The University has adopted the federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to federal and state regulations. When such changes are made, notice will be given as far in advance as possible. To obtain a refund or a separate publication outlining examples of refund policy requirements and calculations, please contact the Student Accounts office. Refunds are determined from the date of **official** withdrawal or approved leave of absence. Students who withdraw unofficially or at the request of the University are not entitled to refunds for the current semester.

Students receiving federal Title IV financial aid funding may be eligible for a refund according to the federal refund guidelines. Federal regulations stipulate the allocation of refunds representing federal aid and repayment requirements for students receiving cash disbursements of federal aid.

## Official Withdrawal

A withdrawal is considered official for all students when written notice has been provided to the College of Arts and Sciences Office of Student Life. Written withdrawal or leave of absence notification is required to

# College of Arts and Sciences Tuition and Fees 2007–2008

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state the intention of the student to discontinue the course(s) in which he or she is registered and their last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

## Returning Students

Students re-enrolling after withdrawal from the University will be charged current rates and fees based on the start date of new registration.

## Allocation of Federal Portion of Refunds

If a refund is available under federally mandated refund policy guidelines, students will not receive refunds until all funds representing financial aid awards have been returned to the respective financial aid programs as required by federal regulations. The federal portion of the refund will be allocated in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV programs
8. Other federal, state, private, or institutional assistance
9. Student

## Repayment Policy

Some students receive financial aid beyond the cost of tuition and fees. In those cases, a student may have requested and received a credit balance refund from their student account. If a student withdraws completely or is disqualified, the student will be expected to repay the calculated refund using the federally mandated refund policy guidelines. Failure to repay funds could cause suspension from future participation in any federal financial aid programs.

## Other Fees

Refunds of other fees will be made according to applicable University policies.

## Temporary Absence

No refunds will be made for students who remain away for part of a semester without officially completing the withdrawal or leave of absence process. No refunds will be made in cases of disciplinary suspension.



# Graduation Requirements

## UNDERGRADUATE PROGRAMS

### CATALOG REQUIREMENT

Undergraduate students must complete the graduation requirements as stated in the catalog in effect for the year of formal admission, or the catalog in effect for the year of graduation. A student is not free to select graduation requirements from more than one catalog. If a student is re-admitted, the requirements prevailing at the time of readmission or graduation must be met.

### QUANTITY AND QUALITY OF WORK

To graduate, students must complete all of the requirements of their degree programs and earn at least 128 units of academic credit.

Students must maintain a grade point average (GPA) of 2.00 or better in all work taken at the University of Redlands. In addition, they must maintain a GPA of 2.00 or better in their major field and in the minor or related field. Quality grade points (derived from numeric grading) are not awarded for transfer work or courses taken on a Credit/No Credit basis, and credits for these courses are not calculated in the GPA.

### Activity Credit

College of Arts and Sciences undergraduates may apply up to 8 activity credits distributed between Community Service Activity (limit of 3 credits), Physical Education Activity (limit of 4 credits), and University Activity. (Community Service Activity is described later in this section. Physical Education Activities are described in the Physical Education section; University Activity is described in the Additional Course Offerings section.)

### RESIDENCE

The minimum residence requirement for the bachelor's degree is one year, during which no fewer than 32 credits must be completed successfully. The last two semesters before graduation must be taken in residence at Redlands except for students studying in approved off-campus programs such as the

Salzburg Semester or for students following approved professional programs, in which case the final undergraduate year is completed at a professional school.

### FIRST-YEAR SEMINAR

First-year Seminars are 4-credit courses that begin in New Student Week and continue through the entire Fall semester. All new students entering the University are required to take a First-year Seminar during their first term at Redlands. First-year Seminars provide every student with a close personal relationship with a faculty member who not only teaches the course but also serves as academic advisor and mentor to class members, introducing them to college-level skills as well as assisting them in planning their academic program. Students select from a list of seminars that changes each year. Most seminars are interdisciplinary in focus, and students are encouraged to select seminars according to interest regardless of their possible majors. In one recent year, seminar offerings included such topics as human rights, mathematics and social choice, popular culture in China and Japan, ethics and the scientific method, construction and deconstruction of the self, the rise of American capitalism, Shakespeare and film, the Colorado River, and the history of jazz.

### MAY TERM

Students will be required to participate in at least two May Terms. If students attend the University for two years or less, the requirement is one May Term.

### COMMUNITY SERVICE ACTIVITY (CSAC)

All students are required to successfully complete an approved community service learning activity. Activities typically consist of service outreach at a nonprofit agency, hospital, or school. Students gain a greater understanding of problems faced by individuals and communities through meaningful participation in, and reflection on, efforts to help address such challenges.

# Graduation Requirements

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Students may undertake their required community service activity during any semester, May Term, or summer; may do so while in residence at Redlands or at approved locations outside Redlands (e.g., one's hometown); may fulfill the requirement through faculty-taught courses that emphasize active learning through service (generally, permission to enroll is required), through CSAC 360 special topics courses, or through courses cross-listed with Community Service Learning. Students should check in the *Schedule of Classes* for available opportunities.

Students completing the CSAC requirement during May Term should be alert to the program announcements published by the Office of Community Service Learning each Spring semester. May Term CSAC information sessions are offered several times during the Spring semester. All CSAC preparatory information is discussed at these sessions, along with information regarding faculty-taught service-learning courses. Students fulfilling CSAC during summer should be aware that preparatory work must be completed during Spring semester or May Term prior to a summer CSAC placement. Registration for those completing service over the summer takes place the following Fall. (Overload fees may apply in some instances.)

## APPLICATION FOR GRADUATION

Students must file a formal application for graduation in the Registrar's office by the first semester of their senior year.

## COMPREHENSIVE EXAMS

Some major programs require passing a comprehensive examination. (See individual program descriptions.) These exams are usually scheduled during the first semester of the senior year.

## THE LIBERAL ARTS FOUNDATION

The Liberal Arts Foundation endows students with the fundamental skills essen-

tial to effective learning and scholarship. It also challenges them to examine their own values and the values of society. By integrating the Foundation with an area of concentration and carefully chosen elective courses, students obtain an education that offers both breadth of learning and depth of understanding.

Every student working for a bachelor of arts or bachelor of science degree is required to successfully complete, in each of the categories listed below, at least one approved course of at least 3 credits. In some categories, pairings of two 2-credit courses have been approved. If a course is approved for more than one Liberal Arts Foundation category, it will satisfy each of those requirements simultaneously.

The designation "ID" indicates a category that may be satisfied by the completion of an interdisciplinary thematic course, taught by one or more faculty members, which has been approved for that category by the College of Arts and Sciences Curriculum Committee.

Courses taken to fulfill the Liberal Arts Foundation must be taken for a numeric grade or evaluation, except in those instances where a course is offered only on a Credit/No Credit (CN) basis.

A student who transfers to Redlands may apply acceptable courses taken at any accredited institution toward all Liberal Arts Foundation requirements.

The specific requirements for the B.A. and B.S. degrees are found below. For Foundation requirements applying to the B.M., please see the Music section in this *Catalog*.

## Creative Process (CP)

Creative exploration of an expressive medium requires the mastery of both practical and theoretical skills, while stimulating imaginative reflection and problem solving. Students completing the CP requirement will demonstrate:

- understanding of the appropriate use of the tools and techniques specific to a creative medium;

# Graduation Requirements

- an ability to participate in perceptive, responsible critique with their peers;
- a sustained engagement with the conceptual, aesthetic, and technical challenges of performing or creating art.

## Cross-cultural Studies (CC)

Knowledge of different cultures plays a vital role in developing a broader perspective on the world and encouraging a deepened understanding of one's own cultural experience. One can gain insight into a culture through the study of topics including, but not limited to, politics, literature, art, history, and/or religion. Students completing an approved study-abroad program or a course fulfilling the CC requirement will demonstrate:

- knowledge of the culture of another country or people;
- the ability to make critical comparisons between two or more cultures;
- an awareness of how culture is instrumental in shaping one's worldview.

## Dominance and Difference (DD)

In order to challenge assumptions and stereotypes in the contemporary world, and to understand the experience of those who have historically lacked power, it is necessary to engage critically with dominant structures of inequality. These include but are not limited to discriminatory attitudes based on gender, race or ethnicity, class, religion, sexual orientation and physical ability. Students completing the DD will demonstrate:

- a capacity to articulate concepts such as prejudice, stereotyping, objectification and oppression, and to analyze their manifestations in institutional and interpersonal settings;
- skills in understanding the ways in which difference, inequality and marginalization have been socially constructed, either in the United States or elsewhere;
- an ability to reflect on issues of identity, difference and opposition to structures of dominance, in a manner that encourages recognition of a plurality of values.

## Foreign Language (FL)

A language expresses in speech and writing the thoughts and emotions of the individuals within a certain culture; it illuminates the cultural tradition and perspective and transmits them to others. Students completing\* the FL will, as a minimum, demonstrate:

- an ability to analyze the structure of a foreign language;
- an ability to employ all the skills appropriate for basic communication in a foreign language such as reading, writing, listening, and speaking;
- an increased awareness of the language's cultural context(s).

*\*Fulfillment of the category is attained by taking a two-course sequence at the 100-200 level, or one course at the 300 level or higher, for the B.A.; or one course at the 102 level or higher for the B.S.*

## Human Behavior (HB)

Social scientific inquiry informs understanding of social phenomena and provides a context for human judgment. Students completing the HB will demonstrate:

- comprehension of the basic concepts, theories, and methods that advance our understanding of human behavior (at the individual and societal levels);
- understanding of what constitutes data and how to draw valid conclusions about human action from such data;
- an ability to evaluate the implications of such study for issues of social concern.

## Humanities

Students earning a B.A. degree fulfill this category by completing one appropriately designated course from each of the three areas (history, literature, and philosophy).

Students earning a B.S. degree may choose one course each from two of the three categories.

## Humanities History (HH)

A reflective understanding of the world is enriched by awareness of historical processes and experiences that have shaped the political, social, cultural and economic

# Graduation Requirements

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foundations of societies over time. Students completing the HH will demonstrate:

- familiarity with historical inquiry and interpretation, including the analysis of primary sources;
- an ability to articulate and understand patterns of continuity and change in the domains of human endeavor within and across societies and over time;
- the capacity to reflect on the nature of historical narrative and perspectives using one or more different historical or theoretical models.

## Humanities Literature (HL)

Engagement with literary texts—poetry, drama, scripture, fiction, non-fiction, and film—helps to develop rhetorical skills, a sensitivity to language and its uses, and an awareness of literature’s potential to transform one’s ideas, perceptions and beliefs. Students completing the HL will demonstrate:

- skills in the analysis of literary forms and conventions;
- the capacity to build effective arguments and defend a critical position both orally and in writing;
- the ability to situate texts within shifting historical or ideological contexts.

## Humanities Philosophy (HP)

Philosophical reflection and investigations of religious thought and practice pose fundamental questions about the nature of reality, the possibility of knowledge, and the meaning of life. Students completing the HP requirement will demonstrate:

- an ability to investigate and analyze the assumptions underlying systems of inquiry and belief;
- skills in understanding and investigating philosophical or religious concepts;
- a capacity to think critically about their own world views as well as those of others.

## Mathematics and Science (MS)

Mathematics and the natural sciences extend our knowledge of the physical

universe and are the foundation of technologies that affect nearly every aspect of our society. As a result, an understanding of these disciplines is important to individuals’ ability to make informed decisions about issues affecting themselves, their community, and the world at large.

## MS 1

Natural science courses give students understanding of the range and limitations of scientific knowledge. They emphasize the central role of observation and experimentation in the scientific method. Students completing an MS1 will demonstrate:

- knowledge of the basic concepts and accepted theoretical principles in a particular scientific discipline;
- knowledge of how a particular scientific discipline advances understanding of the physical world through its application of the scientific method;
- the ability to apply the scientific method through the acquisition and analysis of data within a laboratory or field setting.

## MS 2

Mathematics is an integral component of fields ranging from the natural sciences to economics and from politics to personal health. Fluency in the mathematical methods that inform these disciplines provides deeper insights into today’s world as well as providing an appreciation for the power and beauty of mathematical reasoning. Students completing the MS2 requirement will demonstrate:

- an ability to construct and analyze mathematical models and to solve problems using mathematical tools;
- familiarity with mathematical reasoning, including mathematical logic, proof, and generalization;
- an understanding of mathematical concepts as evidenced by an ability to communicate those concepts to others.

## MS 3

Disciplines in mathematics and science span a vast array of human endeavors ranging

from atoms to galaxies and from computer languages to genetic codes. An additional course in these fields provides a broader perspective on their approaches and cumulative knowledge base for navigating our technology-dependent and data-rich society. Students completing a course fulfilling the MS3, or a second course fulfilling an MS1 or MS2, will demonstrate:

- knowledge of the basic concepts and accepted theoretical principles in some field or fields of science, mathematics or computer science;
- the ability to solve problems in some science, mathematics, or computer science discipline;
- knowledge of how science, mathematics, or computer science directly affects our technology, our lives, or our understanding of the world.

## State and Economy (SE)

Responsible citizenship requires an ability to understand and analyze the political and economic institutions in which one participates. Students completing the SE requirement will demonstrate:

- knowledge of the theoretical principles and actual practices defining economic and political institutions;
- familiarity with the language and methods used in critical engagement with these intentions;
- an ability to apply political or economic theory to the complexities of citizenship.

## Writing Across the Curriculum (WA, WB)

Writing is both a powerful learning tool and an important means for expressing thought. Students will advance their competence in written reasoning and communication by completing *at least* two writing-intensive courses: 1) one at the lower-division (WA) and 2) one in the junior or senior year that concentrates on forms of writing appropriate to the major (WB).

Students completing the WA will demonstrate:

- \*the ability to write critical essays that develop reasoned positions;
- \*the ability to respond to and incorporate the work of other writers into their essays, using proper source citation and avoiding plagiarism.

Students completing the WB will demonstrate:

- \*the ability to write thoughtfully in the genre appropriate to a specific discipline;
- \*an awareness of conventions for written reasoning and communication within a specific discipline;
- \*the ability to revise their critical writing so as to communicate effectively with a specific disciplinary audience.

**New students** will be placed in WA classes according to their entrance test scores or a challenge exam. Students should meet this requirement during their first year, but must, in any case, satisfy it before they achieve junior standing.

1. Students who score 530 or above on both the SAT Verbal and SAT Writing measures, or who score 23 or above on both the ACT English and ACT Writing measures satisfy the WA requirement by completing any 3- or 4-unit course labeled WA in the current *Schedule of Classes*.
2. Students who score below 530 on either the SAT Verbal or SAT Writing measures or below 23 on either the ACT English or ACT Writing measures, must complete ENGL 102, Critical Thinking and Writing, and must pass the English Proficiency test given as a final examination in English 102. They complete the WA requirement by taking an additional 3- or 4-unit class labeled WA in the current *Schedule of Classes*. Students may challenge their writing placement by taking a writing examination during new student week. Students will be placed in appropriate writing classes based on their examination.

All students satisfy the upper-division requirement by completing any course

# Graduation Requirements

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labeled WB after they have attained junior standing.

For information on fulfilling the writing requirement through Advanced Placement, please refer to the “Advanced Placement in English” section in the English: Writing and Literature section of this *Catalog*.

**Transfer students** who have transfer credit for freshman composition and who score 530 or above on both the SAT Verbal and SAT Writing measures, or who score 23 or above on both the ACT English and ACT Writing measures satisfy the Liberal Arts Foundation requirement in writing by completing any course labeled WB after they have attained junior standing.

Students who have transfer credit for freshman composition and whose SAT Verbal or Writing scores are below 530 (or whose ACT English or Writing scores are below 23) must write the challenge exam offered at the end of their first semester on campus. That exam either will complete their WA requirement or indicate the need for ENGL 301, a 1-credit tutorial in writing. They satisfy the WB requirement by completing any course so labeled after they attain junior standing.

Those who do not have transfer credit for freshman composition will be placed in the appropriate WA and/or composition course based on their entrance scores or a challenge exam. They must complete this course before enrolling in a WB course.

## MAJOR REQUIREMENTS

Students must successfully complete a major (or an emphasis in the case of Johnston students) for all undergraduate degrees. A minor is not required, except for certain B.S. majors.

### Declaration of a Major Field

Students must declare their major before registration for the junior year. Forms and instructions are available in the Registrar’s office and in academic departments. Before declaring a major, students should discuss their proposed course of study with the chair

or director of the program. A declaration of a major can be made at any time prior to registering for the junior year. Students are encouraged to explore several fields during their freshman and sophomore years.

Forms and instructions for changes in major and declaration of a second major are available in the Registrar’s office and in academic departments. This action should follow consultation with, and formal approval by, the chair of the new major department.

### Multiple Majors and Minors

A student may have multiple majors and minors as long as the following minimums and conditions are met:

1. The student must designate 28 credits from the required courses for each major as base units for the major.
2. Any credits designated as base credits within a major may not be designated as base credits within another major, nor may the base credits count toward a departmental minor. Double counting on non-base credits is unrestricted. Departments and programs may place further restrictions on major and minor requirements within their jurisdiction.

Students who complete double majors in two different degree programs (e.g., a B.A. and a B.S. track) will have only one major listed on their diplomas. The transcripts will note one degree and major, with a special note that a second major in another degree track has been completed. Students who wish to obtain a double degree (e.g., a B.A. in English and a B.S. in chemistry) are referred to the Requirements for a Second Bachelor’s Degree found below in this section of the *Catalog*.

### Major Requirement Options

Students at Redlands are given the choice of pursuing a traditional course of study leading to either one or a combination of the degrees bachelor of arts, bachelor of science, or bachelor of music, or of electing to design their own course of study leading to the B.A. degree through the Johnston Center for

# Graduation Requirements

Integrative Studies. For detailed information about the Johnston Center option, consult the appropriate section of this *Catalog*.

## Bachelor of Arts

Students must select a major field of study from the following approved areas:

Art (Studio or Art History)  
Asian Studies  
Biology  
Communicative Disorders  
Economics  
English (Writing or Literature)  
Environmental Studies  
French  
German  
Government  
History  
International Relations  
Latin American Studies  
Liberal Studies  
Managerial Studies  
Music  
Philosophy  
Physics  
Psychology  
Race and Ethnic Studies  
Religious Studies  
Sociology and Anthropology  
Spanish  
Theatre Arts  
Women's Studies

The major program consists of 28 to 44 credits as specified by the individual departments or programs. **No course for the major may be taken for Credit/No Credit (CN)** except in instances where a course is offered only on that basis.

## Bachelor of Science

Students may select a major field from the following areas:

Accounting  
Biochemistry and Molecular Biology  
Biology  
Business Administration  
Chemistry  
Computer Science

Economics  
Environmental Management  
Environmental Science  
Financial Economics  
Global Business  
Mathematics  
Physics

The major program consists of 32 to 50 credits, as specified by the individual departments. In addition, one of the two following requirements must be met:

1. The student must complete 16 to 32 credits in a related field outside the major department. The related field is intended to provide support for gaining competence in the major. Courses are specified by the major department; or
2. The student must complete a minor of 22 to 32 credits in a single program. The minor is intended to encourage the development of competence in a second field of study. None of the credits in the minor program may be specified by a student's major. The minor is to be developed by the student with the approval of the advisor and is subject to the guidelines set forth by the department in which the minor is taken. A second major may be taken in lieu of a minor.

Not all programs leading to the B.S. degree offer both the related field and the minor routes for satisfying the degree. Students should check the requirements of their particular department. No course for the major may be taken for Credit/No Credit (CN) except in instances where the course is offered only on that basis.

## Bachelor of Music

Students may select a major field from the following areas:

Composition  
Music Education  
Performance (Applied Music)

The requirements for the Bachelor of Music degree are listed under School of Music in this *Catalog*. No course for the major may be taken for Credit/No (CN) credit except in

# Graduation Requirements

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instances where a course is offered only on that basis.

## Interdisciplinary Major

A major in an interdisciplinary program, such as Liberal Studies, Environmental Studies, International Relations, or Asian Studies consists of 48 to 72 credits as listed in this *Catalog*. Of these credits, no more than 24 may be taken in any one department or discipline.

## Requirements for a Second Bachelor's Degree

The University will grant a baccalaureate degree to a student who already possesses a bachelor's degree earned at Redlands or another accredited college or university if that student passes no fewer than 32 additional credits in a new major while in residence at the University and meets all general and major graduation requirements in effect at the time of residence.

## MINOR REQUIREMENTS

### Declaration of a Minor Field

Although a minor is not required for graduation, students who choose to pursue a minor program of study must declare their minor before registration for the junior year. Forms and instructions are available in the Registrar's office and in academic departments. Before declaring a minor, students should discuss their proposed course of study with the chair or director of the program.

The minor program consists of 22 to 32 credits in a single program and is intended to encourage the development of competence in a second field of study. The course of study must be approved by the advisor and is subject to the guidelines set forth by the program in which the minor is taken. Neither the credits nor the area of the minor program may be specified by a student's major. No course for the minor may be taken for Credit/No (CN) credit except in instances where a course is offered only on that basis.

Please note the rules for double majors and minors in the section entitled "Multiple Majors and Minors."

## Interdisciplinary Minor

Students may construct an interdisciplinary minor under the aegis of an existing department or program. This minor must satisfy the following conditions:

1. It must meet University-wide standards as published in the *Catalog*;
2. It must be designed in conjunction with a faculty advisor; and
3. A committee of faculty representatives from all disciplines involved must be convened to approve the student's proposal.

## GRADUATE PROGRAMS

Requirements vary among graduate programs. Students should consult the appropriate departmental listing in this *Catalog* for specific requirements. However, the following regulations pertain to graduate students in all programs at the University of Redlands.

## Credit Obsolescence

No course that has been completed more than six years before the date of graduation shall be counted toward a University of Redlands graduate degree.

## Thesis

For students admitted to candidacy programs that require a thesis or project, an advisory committee is appointed as soon as possible during the course of study, but in no case later than the beginning of the student's last semester of graduate work. The chair of the committee will usually be selected from the department of specialization, and he or she is responsible for reviewing the candidate's program to ensure that all departmental or divisional requirements have been met. The chair serves as the primary advisor for work on the thesis, but the candidate is expected to consult regularly with other members of the committee while such work is in progress.



## Thesis Guidelines

1. The candidate must submit a thesis topic proposal to the appropriate program director, department chair, or committee. The proposal must be approved before the student undertakes further work on the thesis. Topics must be limited to areas in which research material is available and in which faculty members feel qualified to direct research.
2. Candidates must register for the number of thesis credits required by the program (courses numbered 699).
3. The format of the thesis (usually taken from the handbooks developed by the American Psychological Association, Turabian, or Campbell) must be approved by the candidate's committee.
4. Candidates must consult with all members of the committee as the thesis progresses, and suggested revisions must be incorporated before the final draft of the thesis is prepared. It is the responsibility of the candidate—and not the candidate's committee—to proofread the text carefully and to correct all errors in spelling, punctuation, or grammar.
5. The final version of the thesis must be submitted to all members of the examining committee no later than one week preceding the date of the examination.
6. Any additional revisions or corrections to the final version of the thesis, as specified by the examining committee, must be completed before the degree will be awarded.

## Oral Examinations

Some programs require a candidate to pass an oral examination in his or her major field of study before receiving the master's degree. The examination is administered by

a committee approved by the program director or department chair. Such an examination generally centers on the thesis or project completed by the candidate but may critically examine all phases of the candidate's work. The examination is scheduled only after payment of the thesis fee (if applicable) and after all members of the candidate's committee have approved its scheduling. The candidate is responsible for paying all necessary fees and ensuring that all committee members have approved the date of the oral examination.

## Comprehensive Examinations

Comprehensive examinations, when required by the candidate's program, must be taken at least five weeks prior to completion of the program. Notification of intent to take the comprehensive examination should be made to the program director or department chair early in the semester in which it will be taken. Upon the specific recommendation of a department or program, the comprehensive examination may be waived for students with outstanding academic records.

## Minimum Credit and Curriculum Requirements

The minimum number of credits required varies according to the program. See individual department listings for this information.

# Awards and Honors

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## DEAN'S LIST

Each semester, a Dean's List is prepared to honor undergraduate College of Arts and Sciences students who have earned a grade point average (GPA) of 3.65 or higher while taking 12 or more credits of work on a numerically graded basis.

## GRADUATION WITH HONORS

Undergraduate students whose cumulative academic record demonstrates overall academic excellence will be awarded honors at graduation as follows:

### Departmental or Programmatic Honors

A student who satisfactorily completes an honors project or a capstone experience in accordance with established department or program standards, as judged by an honors committee, will be awarded honors upon graduation.

#### Cum laude

A student whose cumulative GPA is 3.45-3.64 and who completes an honors project in accordance with established department or program standards, as judged by an honors committee, will be awarded *cum laude* upon graduation. The honors project may serve as a capstone experience with the department's approval.

#### Magna cum laude

A student whose cumulative GPA is 3.65-3.84 and who completes an honors project in accordance with established department or program standards, as judged by an honors committee, will be awarded *magna cum laude* upon graduation. The honors project may serve as a capstone experience with the department's approval.

#### Summa cum laude

A student whose cumulative GPA is 3.85-4.00 and who completes an honors project in accordance with established department or program standards, as judged by an honors committee, will be awarded *summa cum laude* upon graduation. The honors project

may serve as a capstone experience with the department's approval.

## INTERDISCIPLINARY HONORS

College of Arts and Sciences students who are accepted into the Proudian Interdisciplinary Studies Program may choose to work toward honors. They should consult with the program director for requirements.

## PHI BETA KAPPA

Outstanding College of Arts and Sciences students who have achieved at least a 3.50 cumulative GPA and who have completed a wide distribution of courses of an appropriate level throughout the liberal arts curriculum are considered for election to Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

## SPECIAL AWARDS

### Barbara Jean Duncan Hardy Award

This award is given to a senior woman who has been outstanding in her contributions to the University and the community. Barbara Jean was a student who gave of herself in every aspect of her life at the University of Redlands. Since 1944, the Alpha Theta Phi Sorority has attempted to select a senior who possesses the same qualities as Barbara Jean: someone with personality, scholarship, leadership abilities, a willingness to serve, and the respect of all.

### Marcus Forcinelli Award

Given to the student who, through ASUR, has given unselfishly of his or her time and talent.

### Richard Lane Memorial Award

Given by the men of Chi Sigma Chi fraternity to an outstanding first-year student for contributions to campus life.

## **Esther Mertins Endowed Scholarship, Anne Simpson Endowed Scholarship, and Susanne Stephenson International Student Scholarship**

These awards are designated for international students who have exhibited academic excellence and commitment to their education at the University of Redlands.

## **Velma Hooper McCall Award**

Presented in memory of Velma Hooper, Class of 1930, to a female in the junior class who demonstrates exemplary academic achievement, is an active and involved member of the campus community, and is held in high regard by her peers and faculty members.

## **Outstanding Senior Award**

An annual award honoring the senior who has made extraordinary contributions to her or his class and the life of the University. Nominations are solicited University-wide for this award.

## **Raymond H. Whitmus Memorial Award**

This award is given to a Yeoman who throughout the past year has exemplified the qualities for which Ray Whitmus, Vice President for Student Affairs and Yeoman Advisor from 1973-76, was known. These qualities include leadership, initiative, and strength of character.

## **Ray Wilson Award**

This memorial award is given by the men of Pi Chi to the senior who has best exemplified the spirit of sportsmanship during his or her athletic career at the University of Redlands. The recipient possesses the qualities of honor, loyalty, and sacrifice.

## **ART**

### **Art Awards**

Stipends are given to the most outstanding graduating seniors in art history and studio art.

## **BUSINESS ADMINISTRATION AND ACCOUNTING**

### **Senior Scholar in Accounting**

Eadie and Payne CPA's prize awarded to a senior Accounting major to recognize outstanding academic achievement.

### **The Wall Street Journal Award**

Awarded to a senior Business student who exhibits outstanding leadership and entrepreneurial skill.

### **Hunsaker Scholar Award**

Given to outstanding Business Administration seniors who complete departmental honors with the Hunsaker Professor of Management.

### **Senior Scholar in Business Administration**

Presented to a senior Business Administration major to recognize high academic achievement.

### **Outstanding Senior in Business Administration**

Provided to the outstanding senior in academics and contribution to the community.

### **Gilbert Prize in Business Ethics**

Awarded by the Department for an outstanding research paper in Business Ethics.

## **COMMUNICATIONS**

### **E. R. Nichols Award**

Given each year to recognize the debater who best represents overall forensic excellence and whose contributions to the debate program are judged by colleagues to be most worthy of recognition.

## **COMMUNICATIVE DISORDERS**

### **Outstanding Senior Award**

Awarded each year to an undergraduate student in recognition of academic achievement, qualities, clinical abilities, and the

## Awards and Honors

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potential for future contributions to the field of communicative disorders.

### **Phil Kiddoo Scholarship**

An award in honor of Phillip Kiddoo that recognizes his 20 years of service as a guest lecturer. It is presented to a first-year graduate student for outstanding clinical and academic achievement.

### **Crawford Award**

Presented to a graduating clinician, chosen by peers, for outstanding clinical performance during master's degree preparation. The recipient is selected by members of the National Student Speech-Language-Hearing Association.

### **John Hitchcock Award**

An award in memory of a class of 1968 graduate student. This award is presented to the second-year graduate student who exhibits the academic and personal values exemplified by John during his study at Redlands.

### **William R. Parker Scholarship**

This award is given in memory of William R. Parker, who founded the clinical training program in Communicative Disorders. It is given to a first-year graduate student who displays outstanding personal and academic standards.

## **EDUCATION**

### **Alpha Delta Kappa, Outstanding Student Teaching Award**

Presented annually to an undergraduate and/or post-Baccalaureate student pursuing a teacher credential who demonstrates a strong commitment to education and potential to become an outstanding educator. Alpha Delta Kappa is an honorary educational organization which promotes educational and charitable projects, sponsors scholarships, and works toward promoting excellence in the teaching profession.

### **Iola Threatt Elementary Teaching Award**

Presented annually to an undergraduate or post-Baccalaureate candidate in a multiple subject teacher credential program who possesses the qualities of creativity, conscientiousness, insight, perception, and commitment to teaching.

### **Stanley Combs Secondary Teaching Award**

Presented annually to an undergraduate or post-Baccalaureate candidate in a single subject teacher credential program who best exemplifies the moral and spiritual qualities, poise, humility, and professional attitude characteristic of a good teacher.

## **ENGLISH: WRITING AND LITERATURE**

### **The Creative Writing Awards**

The Academy of American Poets Jean Burden Prize and a prize in fiction are given annually.

### **Eugene Kanjo Prize for Excellence in Literary Studies**

Awarded to the student who completes the best literary analysis essay.

## **GOVERNMENT**

### **Colwell Prize**

An endowment established by J. M. Colwell for a prize to the student who has demonstrated academic excellence in the area of American politics.

### **Frederick John Wiley Memorial Award**

An award given annually to the student who has demonstrated academic excellence in the area of International Relations.

### **Robert L. Morlan Awards**

Travel and research scholarships are available each year from an endowment that honors the late Professor Robert L. Morlan.

## HISTORY

### Henry G. Dittmar Award

Presented to an outstanding senior history major.

### Social Science Program Award

Presented to an outstanding senior in the Social Science Program.

## INTERCOLLEGIATE ATHLETICS

### Frank Serrao Male and Female Senior Student-Athlete of the Year Awards

Presented to the outstanding male and female student-athletes in recognition of excellence in athletic as well as academic endeavors. The awards are sponsored by the Bulldog Bench.

## MUSIC

### Thelma Beardsley Memorial Award

Awarded annually to a senior music education major who has demonstrated the greatest potential for success in this field.

### Graduate Student Service Award

Given to the student who has contributed the most to the music program during his/her two-year residence.

### Helen Johnston Memorial Performance Award

Presented to an outstanding junior or sophomore performer in the Sigma Eta chapter of Sigma Alpha Iota, as selected by the music faculty.

### Phi Mu Alpha Sinfonia Award

Given to a music major for musical ability, leadership, and service to the School of Music.

### Pi Kappa Lambda

Graduate and Undergraduate music majors of exceptional accomplishment in both scholarship and performance are eligible for elec-

tion to membership in Pi Kappa Lambda, the national music honorary society.

### Presser Foundation Scholar

The music faculty selects an outstanding junior music major, based on musical promise and academic achievement, to receive a certificate and stipend.

### School of Music Performance Award

Awarded to the most outstanding graduating senior and graduate student performers in the School of Music.

### School of Music Service Award

Awarded by the music faculty to a senior music major for notable service to the school.

### Sigma Alpha Iota College Honor Award

Given for exemplary scholarship, musicianship, and fraternity service to the Sigma Eta chapter.

### Sigma Alpha Iota Composer's Award

Presented to the outstanding undergraduate and graduate student composers.

### Sigma Alpha Iota Honors Certificate

Awarded to the music major from the University's chapter with the highest cumulative grade-point average.

## PHI BETA KAPPA

### Albert Crum Essay Award

Presented by the University's chapter of Phi Beta Kappa in honor of the donor, Dr. Albert Crum, Class of 1953, the award recognizes the best essays submitted for the contest each year.

## STAUFFER CENTER FOR SCIENCE AND MATHEMATICS

### Robert D. Engel Award

Presented to the outstanding senior biochemistry and molecular biology, biology, chemistry, computer science, or physics major in memory of Professor of Engineering

# Awards and Honors

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Robert D. Engel. Professor Engel inspired generations of University of Redlands students with his love for teaching, his wit, his smile, and his friendship.

## Biology

### **Edmund C. Jaeger Award**

Given for exceptional scholarship to a junior male biology student planning a career in teaching or research.

## Computer Science

### **Lawrence R. Harvill Award**

Presented each year to an outstanding graduating senior computer science major.

## Mathematics

### **Judson Sanderson Award**

Presented to the senior mathematics major who best exemplifies the standards of excellence epitomized by professor Emeritus

Judson Sanderson in his teaching, his intellect, and his service to the University.

### **Paul Krantz Award**

Presented to a senior mathematics major with outstanding potential as a secondary school teacher in memory of Professor Paul Krantz, who inspired generations of University of Redlands students with his style, his wit, and his friendship.

### **Elementary Mathematics Education Award**

Presented to a senior who shows great promise as a teacher of elementary school mathematics.

# Johnston Center for Integrative Studies

## THE DIRECTOR

Greg Salyer

## THE ASSOCIATE DIRECTOR

Carlos Arboleda

## THE FACULTY\*

Kelly Hankin

Kathy Ogren

Julie Townsend

*\*The great majority of faculty members active in the Johnston program are based in the departments of the College. A full list is available from the Director.*

## THE PROGRAM

Aided by a founding grant from James Graham Johnston, in 1969 the University of Redlands established an experimental cluster college designed to combine high-quality education with minimal formality. The new institution attempted to free the educational process from the influences of departmentalism, numerical transcripts, traditional faculty status, and fixed graduation requirements.

As a result of administrative reorganization, in fall 1979 Johnston College became the Johnston Center for Individualized Learning within the College of Arts and Sciences, and in 1995 the name was changed to the Johnston Center for Integrative Studies. It continues to offer alternative modes of teaching and learning within a liberal arts context. Johnston draws its faculty from the entire University and invites the participation of all students.

The program is organized on four principles: that self-direction is a motivating force in learning, that negotiation among those involved in teaching and learning optimizes student ownership of education, that written evaluations are a highly effective means of assessing student performance, and that education can be made more effective by integrating students' living and learning environments. These ideals are made concrete in individual courses by contract; in the graduation contract/review process; and in the integrated administrative, classroom,

and living space of the Johnston Complex (Bekins and Holt Halls), the home of Johnston Center.

## Course and Contract Systems

A Johnston Center course involves the following:

1. At the beginning of each course, students and instructor negotiate the course's content, goals, and methodology.
2. Each student writes a course contract outlining the mutual expectations and activities to be completed. Both the student and instructor sign the contract, and it can be changed only by agreement. The contract forms the basis for the course and its evaluation.
3. Students actively participate in all aspects of the academic dialogue—including discussion of reading material, written and oral presentations, and performance or display of projects.
4. At the end of the course, each student writes an evaluation of her or his own performance and that of the instructor, as well as the group process and course organization. This self-evaluation also assists the instructor with his or her final evaluation of the student.
5. The instructor writes an evaluation of the student's work, which appears verbatim in the student's official transcript. A student may obtain a grade translation, but only if requested by a graduate or professional school for admission or by prospective employers.

In addition to identifying specific Johnston courses created at the Center, the *Schedule of Classes* always notes departmental courses of particular interest to Johnston students, courses that are geared to the Johnston educational process. Listing a course as open for negotiation in the schedule of classes means that the faculty member welcomes Johnston students for contract negotiation and is willing to write a narrative evaluation. Johnston students are encouraged to request a written evaluation from all their professors, although only faculty who agree to course contracts are

# Johnston Center for Integrative Studies

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required to provide one. Johnston courses are available to all University of Redlands students to negotiate for narrative evaluation; similarly, University of Redlands students can negotiate a contract in any College of Arts and Sciences course open for narrative evaluation.

## Graduation Contracts

Those students specifically admitted to the Johnston program as first-year students or as internal transfers must negotiate a graduation contract. (See “Admission” below.) Such graduation contracts are written with the help of a faculty advisor and include a narrative autobiographical statement, a list of completed and proposed courses, and a stated area of concentration with either a traditional disciplinary or an interdisciplinary focus. Examples of the former are English literature, biology, and psychology, while the latter includes such possibilities as the history of ideas, humanistic psychology, anthropology and environmental studies, film production and creative writing, economics of race and gender, and women’s studies.

Each graduation contract entails a unique combination of Johnston and departmental classes, independent studies, and internships reflecting the individuality of the student’s personal and educational goals. The contract is legitimized through negotiation with and review by the Graduation Contract Committee. This Committee consists of a faculty convener, the Johnston assistant registrar, students who already have accepted graduation contracts on file, and faculty members. Although there are no fixed graduation requirements, the Committee reviews the proposed contract to see that:

- the contract addresses the objectives of the College of Arts and Sciences’ Liberal Arts Foundation;
- there is sufficient representative work taken in each of the broad areas of humanities, social sciences, natural sciences, and fine arts;
- there is sufficient depth in the student’s area of concentration;

- the area of concentration is one in which the University of Redlands can provide appropriate faculty resources;
- the student addresses the relevance of this educational experience to his or her past and future;
- the student has included a provision for an in-depth cross-cultural experience. This expectation can be met by participating in one of the international programs offered by the University or by having the student create his or her own independent study involving the experience of being a minority in a majority culture.

Once the Committee approves a contract, the student is obliged to complete it as stated to be awarded the baccalaureate degree (B.A. or B.S.). If a contract must be revised, all changes are made in the form of a written addendum that must be approved by the Graduation Contract Committee and/or the Johnston Center Director. During the student’s last semester, a separate, similarly constituted body—the Graduation Review Committee—reviews the student’s work and, if the terms of the contract have been met, approves the student for graduation.

Johnston Center is a community of students and faculty who share educational ideals. Most students who intend to write or have written a graduation contract choose to live in Bekins or Holt Hall and consider themselves a cohesive unit. Periodic community meetings for business of general interest are traditional, and faculty and students thrive on interaction and mutual respect.

Courses taught in the Center change from year to year and are the product of varying student interests and faculty arrangements with individual departments. Planning for the coming year entails meetings of faculty and students, at which time proposed classes can be negotiated. The result is a collection of courses that spans the disciplines of the liberal arts in both traditional and non-traditional ways and includes lower- and upper-division offerings involving seminars (six to fifteen students), tutorials (two to five students), and independent studies.



The academic progress of Johnston students is monitored by the Director of the Center. Students who are experiencing academic difficulty are reviewed individually by the Center director, who makes decisions regarding academic probation or disqualification after consultation with a committee comprising faculty advisors and the Johnston assistant registrar in the Registrar's office. Criteria upon which such decisions are made include the quantity of work completed, the quality of work in both graded and evaluated courses, and the student's demonstrated ability to complete a degree program. Appeal of a decision on academic standing is possible through the Academic Review Board. (See the paragraph entitled Undergraduate Academic Standing—Johnston in the Academic Standards section of this *Catalog* for details.)

Johnston students must have an approved graduation contract on file in the Registrar's office no later than the end of the sophomore year. Thus, four full semesters and two May Terms are open for further planning and innovation. The student's transcript will consist of an official University cover sheet listing all courses by semester and including grades for those courses taken for grade, a *précis* written by the advisor, the student's graduation contract (both the narrative and the course listings), and all narrative evaluations. Johnston students have no special difficulty in gaining admittance to graduate or professional schools or employment as a result of this narrative transcript format.

Johnston students are eligible to apply for departmental honors only. A student must complete an honors project or a capstone experience in accordance with established departmental standards and procedures. Johnston students may apply for interdisciplinary program honors (Proudian, Asian Studies, etc.). They also may be considered for election to Phi Beta Kappa. Because the Latin honors (*cum laude*, etc.) are dependent upon cumulative GPAs, Johnston students are not eligible to apply for a program leading to Latin honors.

## Admission

First-year student applicants who are interested in this program should fill out the Johnston Center Supplement as well as the regular University application form. Continuing students who are interested in an internal transfer should contact the Associate Director of the Johnston Center as early as their first semester but no later than the fall of the sophomore year.

For working adults, Johnston's individualized graduation contract plan has proven useful for those who have completed some work toward their bachelor's degree and would like to finish it on a part- or full-time basis. Such students are often able to combine coursework done at other institutions with classes in Johnston Center and other departments to create a graduation plan compatible with their personal and professional goals.

# Student Life

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## UNDERGRADUATE

Students at the University of Redlands quickly discover that learning is a full-time experience for all members of the University community. Opportunities outside the classroom are a major part of the quality of life on campus.

All students are encouraged to participate in residence hall activities, service learning, special-interest organizations, intramurals, and planning and coordination of campus-wide events.

A full life outside the classroom offers important lessons in creativity, moral consciousness, responsible action, service, and leadership. In addition, students refine career goals and develop skills usable in the workplace.

## Student Governance (ASUR)

Upon enrolling at the University, each student automatically becomes a member of an active system of student governance, the Associated Students of the University of Redlands (ASUR). Overall responsibility for ASUR rests with its president, elected to a one-year term each spring. The president appoints a cabinet to assist in the management of diversity affairs, gender affairs, the Convocation Lecture Series, Peer Education, ASUR budget, social affairs, elections, judicial affairs, and clubs and organizations. In addition, there is an ASUR student senate comprised of thirteen elected members. Senators represent the student body on University-wide committees and work with the president to approve the budget.

A substantial budget enables ASUR to fund various social events such as concerts, film festivals, clubs, educational symposia, and all-school parties. In addition, the student newspaper, yearbook, and student run radio station are funded through this budget.

## Convocations

Redlands enjoys a significant reputation for its Convocation Series, which brings major speakers to campus. Additional speakers are brought by student groups and academic departments. Recent guests have included such notables as: former Vice-President Al

Gore; Robert F. Kennedy, Jr.; Coretta Scott King; former New York Governor Mario Cuomo; former Secretary of State Warren Christopher; Maya Angelou; Danny Glover; Director of the Southern Poverty Law Center Morris Dees; Director of the Smithsonian Native American Museum, Richard West; NBA legend Magic Johnson; and former Presidential candidate Howard Dean.

Redlands is one of the West Coast universities affiliated with the Woodrow Wilson Fellowship Program, which brings a leader in business, industry, government, education, or the arts to the campus for a one-week residency each year.

The Convocation Series is completely managed by students. All speakers are selected and hosted by the Convocation Lecture Series committee.

## The Fine and Performing Arts

Each year the Redlands Symphony Association, in cooperation with the University of Redlands School of Music, presents a full season of concerts featuring the Redlands Symphony Orchestra. Student tickets for these concerts are available for reduced rates.

The University Choir, closely linked to campus life, presents the annual Christmas festival, "The Feast of Lights." Music majors use their talents to perform in a variety of events including recitals, jazz, symphonic, and orchestral concerts both on and off campus.

Music and theatre are closely associated at Redlands. The School of Music and the Theatre Department each present major offerings each semester and host guest artists and musical master classes in addition to dramatic productions. Students are encouraged to participate in all phases of this program.

Peppers Art Gallery exhibits original works by visiting artists, students, and faculty and represents a wide range of media and styles.

## Forensics

The University of Redlands has one of the oldest and most successful debate programs

in the nation. In 1991, the debate team claimed the national championship for the third time in the history of the University. Students may compete in both NDT and CEDA debate as well as individual events. Annually, Redlands is represented by one or more teams at tournaments held at institutions such as Harvard, Wake Forest, and Baylor. Competition is available for beginners as well as seasoned debaters with high school experience.

## Diversity

The University of Redlands is a dynamic community that promotes learning for students in a supportive and challenging environment. The University of Redlands is striving to be a campus where students, staff, and faculty from many different backgrounds and life experiences interact and learn from one another. Our commitment to the personal development of all members of the community enables us to engage, respect, and cherish a diversity of ideas, intellectual perspectives, cultural differences, and individual backgrounds.

While underrepresented populations are present at the University, we acknowledge our ongoing campaign to attract an increasingly diverse student body and to make this University a place where every student can feel at home.

The Office of Diversity Affairs serves as a catalyst to the campus community on matters related to diversity and cultural pluralism, including expanding the notion of diversity and multiculturalism beyond race, gender, and sexual orientation. To this end, three Centers have been established on campus—a Lesbian, Gay, Bisexual, and Transgender Center; a Multicultural Center, and a Women's Center. These centers maintain relationships with academic departments, including Race and Ethnic Studies and Women's Studies. Each Center welcomes involvement from all individuals on campus in whatever form is comfortable: "hanging out" talking, borrowing books or videos, attending programs, suggesting programs, and anything else that contributes to the dynamism of a diverse campus community.

Various programs, activities, and organizations have been developed to promote, encourage, and celebrate diversity on campus and in the surrounding community. One such activity is the Multicultural Festival, held each spring. Additionally, students organize a number of major cultural celebrations each year. The Difficult Diversity Discussion Series serves as a co-curricular forum for discussion on a wide array of topics. Students might choose to participate in one or more of the many diversity-oriented clubs on campus that host educational programming, cultural events, political workshops, and guest speakers. Please refer to the web site for a complete listing of these clubs.

## International Students

Each year, the University of Redlands welcomes students from around the world. During the course of the academic year, this group of students sponsors activities as well as holding meetings. Orientation and advising is provided for international students in the areas of cross-cultural adjustment, visa regulations, and problem solving within the University context.

## Student Services

Student Services provides many services and programs designed to enrich the collegiate experience, to prepare students for careers, and to empower students to gain control of their academic, professional, and personal development. Located on the ground floor of the Armacost Library, Student Services houses the offices of Academic Support Services, Career Development, Personal Counseling, and Student Employment.

**Academic Support and Disabled Student Services** offers assistance in developing and strengthening skills essential for academic success. SSRV 154 Learning Skills, a 2-credit course offered each semester, addresses time management, effective study habits, and academic and career planning. Peer tutors are available at no charge in all academic subjects. Writing tutors are available in the Tutoring Center to assist students with organizing and writing

# Student Life

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papers. Students with physical, mental, or learning disabilities coordinate their requests for accommodations through the director of Academic Support Services.

**The Office of Career Development** provides guidance to students throughout their four years of college. Students can take advantage of career exploration resources that include a career resource library, alumni career network, eCampusRecruiter (an online network), job fair, individual career advising, internship placements, mock interview services, on-campus recruiting, personality and interest assessments, placement file services, resume critiques, and career-oriented workshops. Graduate and professional school information housed in Career Development includes applications for standardized examinations and Peterson's guides. SSRV 150 Real World 101 is a 3-credit course offered every May Term, which couples career decisions with practical information necessary for life after college.

**Work-Study Employment** opportunities, both on and off campus, are available through Student Services. Those students who have work awards as part of their financial aid package are referred to jobs by the director of student employment. Student Services also solicits and posts part-time job opportunities in the community available to all Redlands students, whether or not the student has a work award. While most of these jobs require transportation, some are within walking or biking distance.

**Counseling** offers a staff of professional, licensed therapists. Free, confidential psychological counseling is available to individuals, couples, and groups. Referrals for psychiatric care, or other community resources, are also available. Counseling can help students manage stress, anxiety and depression, which can significantly improve academic performance. Also, an AA group meets on campus to support student needs.

## Religious Activities

The Office of the Chaplain coordinates religious programs and activities. Weekly services draw on the talents of the campus

community, including performances by the Chapel Singers in both traditional and contemporary forms. Worship leadership is provided by faculty, students, and administrators. The Office of the Chaplain also supports a variety of student religious groups and ministries. The University recognizes the pluralistic character of its community and, accordingly, sponsors programs and lectures honoring the contributions made by various religious and philosophical traditions. Thus, while conscious of its historical relationship to the Christian faith, the religious outlook of the University is ecumenical. The Newman Club provides services and programs for Roman Catholic students and faculty. Other Christian groups include InterVarsity Christian Fellowship, Campus Crusade, Praxis, and Calvary Fellowship. A new group on campus is the Mormon Student Fellowship.

The Jewish Student Union, also known as Hillel, provides a forum where Jewish students meet for social, cultural, religious, and educational purposes. Their organization sponsors Sabbath dinners, bagel brunches, and an annual Passover Seder. Often rabbis and rabbinical students visit with Hillel members to discuss topics such as Jewish folklore, humor, and views on the afterlife. As an international organization, Hillel also participates in a number of activities with other colleges and attends regional and national conferences.

Friday prayers are led by the Islamic Center of Redlands. Buddhist students meet for meditation throughout the term.

## RESIDENCE HALLS AND FOOD SERVICE

### Undergraduate

Residence hall life has the potential to challenge and educate students as they connect their learning experiences to their living environment. A variety of living options, coupled with knowledgeable, friendly, energetic residence hall staff, provide a significant community experience.

Approximately seventy-five percent of Redlands students live in on-campus resi-

dence halls or immediately adjacent houses and apartments. These facilities vary in size and are designed to accommodate many lifestyles. Living arrangements include both coed and single-sex halls. In co-ed halls, alternatives range from women housed in one wing and men in a separate wing while sharing a joint lounge, and recreational and television facilities; to men and women residing on different floors of the same building; to suites of all males and all females on the same floor.

Members of the Residence Life staff are the educational managers of the halls and are involved in all aspects of community living, including conflict resolution, facility management, community building, resourcing, programming, and administration. Each residence hall is managed by a professional and para-professional staff members who are trained undergraduate community assistants.

Most residence hall rooms are designed for two people and are fully furnished. A limited number of single rooms are available—often only to upper-classmen or those with a medical need. Each hall is equipped with laundry and kitchen facilities, study rooms, storage rooms, vending machines, and lounge/recreation areas.

There are halls that emphasize special themes such as the Johnston Center (Bekins and Holt), the Quiet Hall (Melrose), special halls for first-year and transfer students, and the Brockton Apartment complex: single-room apartment-style living for seniors. All halls are smoke-free, and some are substance-free.

Meals for students are served in a variety of settings on campus: the Irvine Commons, the Plaza Cafe, and the University Club. Each has its unique ambiance and offers an assortment of foods. Menus are planned to emphasize nutrition, quality, and variety, as well as to have options for vegetarians and vegans. The University dining hours are planned to meet students' needs. Generally, food service is available from 7:00 a.m. until midnight daily, and from 8:00 a.m. until 11 p.m. on weekends. Bon Appétit Management

Company is responsible for campus food services.

Most residence halls and dining rooms are closed during vacations and semester breaks. However, the University recognizes that some students who come from distant locales may need to stay on campus during these periods, so it provides space in Cal-Founders Hall free of charge for those who live more than 500 miles away from Redlands. A small fee is charged to other students who wish to stay on campus during breaks. All students who desire vacation housing must make a reservation with Student Life. Food service is not available over most breaks but can be arranged by those remaining on campus, if desired.

## Graduate

Limited on-campus housing is available for graduate students in all disciplines. Student Life is available for questions and guidance for all graduate and non-traditional students.

Application for housing can be made upon acceptance into one's program and payment of the required admission deposit.

Graduate students approved for campus housing are subject to the same University housing policies, regulations, and charges as undergraduates. Charges will be assessed at the current room and board rates, or as applicable.

## RESIDENCE REGULATIONS AND POLICIES

The Code of Student Conduct, is available online to each student at the beginning of the academic year. The Resource Guide, which outlines administrative policies and procedures in non-academic areas, can also be located on the University website.

## FRATERNITIES AND SORORITIES

Approximately twelve percent of Redlands student body belongs to one of six local social fraternities and five local social sororities. In addition to internal activities such as the new-member process, rush parties, and service projects, Greek organizations provide

# Student Life

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a variety of campus-wide formal and informal social events. These organizations are also instrumental in promoting community and alumni interaction. All Greek organizations are required to operate under guidelines set forth by the Student Leadership and Involvement Center and are reviewed each year. They are governed by an Inter-Fraternity Council, Panhellenic Council, and President's Council.

Rush activities each semester allow prospective members to learn the distinctive personality of each Greek organization. Students may petition to join a Greek organization during the second semester of their freshman year or may participate in rush any following year.

## HEALTH CENTER

The Student Health Center is dedicated to providing accessible and quality health care services to all students including health exams for acute illnesses and stable chronic diseases, women's health exams, evaluation and treatment of injuries, and appropriate referrals to emergency services and/or medical specialists. The Center is open Monday through Friday and is staffed by a full-time family nurse practitioner and medical assistants, as well as a part-time preventative medicine physician and nurse educator.

The University of Redlands Student Insurance Plan is optional and/or secondary if you are fully covered by your own insurance. It helps with the expense of illness or injury not entirely covered by the student's primary insurance. The health insurance program is available at a nominal cost and is required of full-time undergraduates who do not carry other insurance. International students are required to carry the policy.

## COMMUNITY SERVICE LEARNING

The Office of Community Service Learning, established in 1991, places interns, work-study students, volunteers, and service learning students in hundreds of agencies throughout Redlands and other locations in

the United States and abroad. During May Term, an ideal time for focused study, between 250 to 350 students embark on a one-month service experience in places as far away as India and as close as the Redlands Smiley Library. Throughout the year, students contribute seventy thousand service hours at a variety of local not-for-profit agencies where excellent learning opportunities are created. These experiences not only fulfill a graduation requirement but reaffirm the University's belief that each individual does make a difference.

## STUDENT LEADERSHIP AND INVOLVEMENT CENTER

Educating the complete person through leadership development programs is a goal of the Student Leadership and Involvement Center. This is accomplished by hosting a series of retreats, workshops, and classes; and by enabling students to attend conferences. Each year students have the opportunity to participate in the first-year retreat; Training Radical and Involved New Students (TRAIN); Outdoor Leadership Skills; Leaders Emerging and Developing (LEAD); the Advanced Leadership Skills Retreat. These programs allow students to take what they learn in the classroom and apply it to real-life situations. Learning by doing is the backbone of the leadership and involvement program at Redlands. The Center also serves as the primary advisor to Associated Students of the University of Redlands (ASUR), clubs and organizations, and Greeks. There is also a yearbook, student newspaper, and student run radio station on campus.

## ATHLETIC ACTIVITIES

Students can participate in a variety of athletic activities on campus. The University fields twenty-one intercollegiate men's and women's athletic teams, offers physical education courses, and sponsors a wide range of intramural activities. For more information, refer to the Physical Education and Athletics section of this *Catalog*.

## GENERAL INFORMATION AND REGULATIONS

The University encourages students to plan for a significant international study experience.

Academic performance in any approved study abroad program is recorded on the student's transcript and grades earned are computed in the student's U of R grade point average. Credit earned in these programs is applied toward graduation when the Office of the Registrar receives evidence that studies have been completed.

Departments determine the applicability of off-campus coursework toward the major, and the registrar determines acceptability of coursework toward fulfillment of Liberal Arts Foundation requirements.

Once matriculated at the University of Redlands, a student can apply academic credit earned abroad toward the University of Redlands degree only if the student has received prior approval for his or her study abroad program from the Director of Study Abroad. It is the student's responsibility to make certain that his or her participation in the study abroad program is fully compliant with the application and review calendar for study abroad, as well as all University rules and regulations regarding off-campus study.

All approved study abroad programs are offered to Redlands students at the current cost of room, board, tuition, and fees at the University of Redlands. The University, in turn, underwrites the direct and required program expenses of tuition, room, and board. Elective program choices (e.g. field trips, overloads, etc.) are the direct personal responsibility of the student.

Potential applicants should consider carefully how a semester abroad would complement their general education, majors, or career plans.

Applicants negotiate individual courses of study with their advisors and the Director of Study Abroad.

As part of preparation for a semester abroad, students are responsible for arranging and paying for their own transportation to and from the study center. Programs that include transportation to the

study site as part of the comprehensive program fee will be advised to bill the student directly for these charges.

To receive the complete list of study abroad policies, contact the Study Abroad office.

## Calendar

Students anticipating a semester abroad must make a preliminary application no later than November 15 and complete all program application materials by January 15 of the preceding year. Approvals will normally be provided after receipt of third term grades.

## Salzburg Semester

**Director: Dr. James M. Fougousse**

Redlands has sponsored a semester-long study program in Salzburg, Austria, since 1960. The program is available to undergraduates (typically sophomores) regardless of major, with preference given to those students who have shown evidence of planning how they will take advantage of this introduction to Europe both academically and personally in a group travel-study program.

Students may elect either the general Humanities or the Music track. Both tracks share the following 4-credit core courses:

- GERM 101s, 102s, 201s, 202s, or 350s
- IDS 240s Classical Themes in Contemporary Europe
- IDS 250s The Sites and Sounds of Salzburg: An Interdisciplinary Window on European Culture

The fourth course for music students will be applied music, and for other students a course focusing on the European Union.

## COURSE DESCRIPTIONS (IDS)

### **240S Classical Themes in Contemporary Europe. Fall (4), Spring (4), May Term (3).**

Designed to enhance students' perspectives on European intellectual history and culture. Students will read works of drama, poetry, and short fiction by European authors from

# Study Abroad

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ancient Greece to Twentieth-Century Austria. Themes that trace the traditions of Western culture are explored and discussed. NU and EV only.

## **250S The Sites and Sounds of Salzburg: An Interdisciplinary Window on European Culture. Fall (4), Spring (4).**

An interdisciplinary examination of selected themes that cut across European art, architecture, music, and literature. Blends field and museum study in and around Salzburg with organized trips to selected European cities. Contemporary European literature, reference texts, and selected essays will be studied to provide contextual reference for site visits. NU and EV only.

For more information on Salzburg German courses, please refer to the College of Arts and Sciences German section of this *Catalog*.

The Salzburg Semester offers a unified core of courses that support each other and take advantage of the richness of the Salzburg environment. Extended field excursions to Greece and Italy are a significant part of the program.

The comprehensive fee for the Salzburg program is set at the cost of room, board, tuition, ASUR fee, and insurance on campus. As with other study abroad programs, students are responsible for their transportation to and from the study site.

## **Guest Students**

The University of Redlands welcomes well qualified guest students to this program each semester from other colleges across the country.

## **Beyond the Salzburg Semester**

It is up to the Redlands student, working in consultation with his or her advisor, to determine the most appropriate fit of an international study option with the student's overall academic plan.

## **Recognized Exchange Programs**

The University of Redlands has established exchange agreements with the following institutions.

- The University of East Anglia, Norwich, England. This site is particularly attractive for majors in creative writing, theatre, art history, and the sciences.
- The University of Bristol, Bristol, England. Broad ranging curricular choices available to students for most University of Redlands majors, particularly strong in international relations.
- Macquarie University, Sydney, Australia. Macquarie offers a broad range of curricular options exemplary of a major Australian university.
- Chung Chi College in Hong Kong. Broad curriculum choices in English, combined with residence hall living in this vibrant city makes for a rich study option in Hong Kong.
- Reitaku University, Tokyo, Japan. Reitaku provides a small residential college environment and residence halls. Near Tokyo, Reitaku offers a program emphasizing intensive study of a Japanese language.
- Hokkaido University, Sapporo, Japan. Located in the capital of Japan's northernmost island, this program brings together students from all over the world to study, in English, everything from Japanese art, business, and culture to environmental studies, science, and Japanese language.

## **Additional Study Abroad Opportunities**

Student interests vary from year to year, but historically Redlands students have also accessed these programs of study:

- The University of Redlands is a member of the Associated New American Colleges and as such our students have the opportunity to participate in some of the best study abroad programs available. For a list of Featured Programs, please consult the Study Abroad Office.
- The Institute for the International Education of Students (IES), The School



for International Training, School for Field Studies, The Institute for Study Abroad (IFSA), Denmark's International Study Program (DIS).

## Individualized Study

The University presumes that, because the academic integrity of an experience abroad is more likely to be assured when a student is in an organized program, and because institutional responsibility for a student's well-being is most obviously met by having students engaged in organized and approved study abroad programs with all their support systems and links to local resources, the University will approve study abroad only when provided by an approved program of study, or when the proposal includes an approved affiliation either with a local institution or with a local Community Service Activity (CSAC) advisor.

## May Term Off-Campus Programs

Each May Term, Redlands faculty members generally offer a number of opportunities for international study. These programs change from year to year, but historically programs offered have included trips to continental Europe, London, Latin America, Africa, Asia, and the South Pacific. These offerings are extended to Redlands students at the cost of transportation, housing, and board.

## More Information

More information on study abroad may be obtained from the Study Abroad office or the University Web site at [www.redlands.edu](http://www.redlands.edu).

# Course Definitions

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## Course Numbering System

**0–99 Preparatory:** (e.g., remedial courses, skills courses): May or may not be counted for degree credit depending on course content. No prerequisites.

**100–199 Introductory:** Included in degree grade point average (GPA). Usually have no college-level prerequisites but may include some previous preparation. Typically first-year courses.

**200–299 Introductory and Intermediate:** Will usually have prerequisites, not necessarily academic work (e.g., sophomore standing; permission). Typically second-year courses.

**300–399 Intermediate and Advanced:** Have prerequisites but not necessarily in the major. Typically third-year courses.

**400–499 Advanced:** Have prerequisites in the major. Typically fourth-year courses.

**500–599 Credential and other post-baccalaureate** courses. Continuing education courses are also offered in this series.

**600–699 Graduate:** Reserved for graduate students.

**700–799 Post-graduate:** Courses not otherwise offered as graduate courses. Advanced credential courses in Education are in this category.

**800–899 Doctorate level courses:** Reserved for Ed.D. students.

Regardless of the level, courses numbered in the x60s are topics courses; courses numbered in the x70s are directed studies; courses numbered in the x80s are internships; and courses numbered in the x90s are capstone, honors, or thesis courses.

## Course Frequency

Most classes are offered each year in the time stated. Exceptions are identified at the end of course descriptions.

“**Offered in alternate years**” indicates courses that are offered on a regular basis every other year. Time of offering is included in the description statement.

“**Not regularly offered**” identifies courses that are offered outside the schedules mentioned above (e.g., every third semester). The next offering time is included in the description statement.

“**Offered as needed**” refers to those courses offered at the discretion of the department (usually topics courses) and on demand. Descriptions of these courses will carry a message that the course title and semester will be announced in the current *Schedule of Classes*.

## Definition of an Academic Credit

A semester credit is awarded for the amount of work an average student would accomplish in a minimum of 40 hours (undergraduate) and 45 hours (graduate), including the hours spent in the laboratory or classroom.

## Explanation of Course Markings

Course numbers and titles are followed by the semester or term in which they are typically offered and the number of credits they carry. The abbreviation “SU” designates that the class is offered in one of the summer sessions. Courses that continue throughout the year are described together. Course numbers (a) separated by a comma may be scheduled in any sequence, (b) separated by a hyphen must be taken in sequence because each is a prerequisite for the course following, and (c) course numbers separated by a slash distinguish undergraduate and graduate levels. Undergraduates would enroll for a level numbered 1–499, graduates for 600–699.

## Schedule of Classes

The *Schedule of Classes* is published prior to registration for the Fall and Spring semesters. It gives specific information such as class meeting times and days, faculty, and other information pertinent to registration processes.

## THE FACULTY

Alex Franzin

Laurie Mitchell

Stephen Welborn

## THE MAJOR

The accounting major provides an opportunity to extend academic skills developed in the Liberal Arts Foundation to prepare for a specific professional career. Accounting coursework emphasizes critical analysis, problem-solving, reasoning, and communication. Internet research, writing, and presentation skills are developed across the program.

The accounting major covers financial accounting for external reports, managerial accounting for internal decisions, auditing for assurance services, and tax for regulatory accounting. Completion of the accounting major lays the foundation for obtaining professional designations such as Certified Public Accountant and Certified Management Accountant. In addition to preparing students for entry into the accounting profession, the accounting major also provides a foundation for pursuing careers in finance, investments, management, FBI, and the law.

Accounting is presented as a process of developing and reporting economic and financial information for a wide range of business, not-for-profit, and government entities. The usefulness of accounting information is illustrated and its interpretation is stressed.

Accounting coursework usually begins in the spring semester of the sophomore year but anticipates completion of several introductory related field courses. Students considering an accounting major should consult an accounting faculty member early in their Redlands careers, because completion of the major requires careful planning, especially if a student plans a semester abroad. Potential transfer students should contact an accounting faculty member as special planning might be necessary.

Majors in Financial Economics should consult with an accounting faculty member

as to the best integration of accounting courses within the economics major.

## Requirements

All prerequisite courses must be taken for a numerical grade. To meet a course prerequisite, a minimum grade of 1.7 must have been earned in the prerequisite course. Course substitutions, if granted, require written approval from the program director.

### 1. Introductory Related Field Courses

Note that these courses satisfy Liberal Arts Foundation requirements.

BUS 125 or BUS 126, or one of the following: PSYC 100, SOAN 100, or SOAN 102 (HB)

ECON 250 Principles of Microeconomics (SE)

ECON 251 Principles of Macroeconomics (SE)

MATH 121 Calculus I (MS2)

Note: MATH 121 is not required but is expected by high-quality graduate programs in accounting and business

### 2. Advanced Related Field Requirements

ECON 200, MATH 111 or another approved statistics course

BUS 354 Investments and Corporate Finance

ECON 350 Intermediate Microeconomics  
One of the following:

ECON 352, ECON 354, ECON 356, ECON 331, ECON 333, ECON 323, or another approved advanced economics elective.

### 3. Accounting Courses

ACCT 210 Principles of Financial Accounting and Reporting

ACCT 211 Financial Accounting Process

ACCT 220 Principles of Managerial Accounting

ACCT 310–320 Intermediate Accounting I, II

ACCT 315 Advanced Managerial Accounting

ACCT 331 Accounting Information Systems

ACCT 400–401 Financial Reporting Theory I, II

# Accounting

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ACCT 410 Auditing  
ACCT 415 Tax Accounting  
ACCT 421 Governmental and Not-for-Profit Accounting  
ACCT 425 Business Law  
ACCT 440 Financial and Business Reporting Analysis

## Minor Requirement

Accounting majors are not required to complete a minor but are encouraged to do so. Recommended disciplines for a minor include computer science, economics, mathematics, and psychology.

## Sequence of Courses

Second semester sophomore standing or written permission is required for the first accounting course (ACCT 210).

All upper-division accounting courses have prerequisites and are offered only once each year. Therefore, careful planning with an accounting faculty member is encouraged.

The chart below shows the recommended course sequence for accounting majors during the first two years. Variation is possible, but in general the courses listed should be taken before the junior year because they provide a strong academic foundation for the study of accounting.

## Freshman Year

### Fall

First-year Seminar  
Liberal Arts Foundation course  
Liberal Arts Foundation (WA) course  
Liberal Arts Foundation (MS) course

### Spring

Liberal Arts Foundation course  
Liberal Arts Foundation course  
Liberal Arts Foundation course  
ECON 250 (SE)

### May Term

Liberal Arts Foundation course

## Sophomore Year

### Fall

BUS 125, or one of the following: PSYC 100 or SOAN 100 (HB)  
Liberal Arts Foundation course

Liberal Arts Foundation course  
ECON 251 (SE)

### Spring

ECON 350 Intermediate Microeconomics Statistics: ECON 200, MATH 111, or MATH 311

ACCT 210

ACCT 360 Volunteer Income Tax

Assistance community service course (CSAC)

### May Term

ACCT 211

## THE MINOR

A minor in accounting can provide a foundation for careers in general business, investment management, and finance.

Students who choose to minor in accounting must complete the following accounting courses: ACCT 210, 211, 220, 310, 315, and one additional accounting course at the 300 or 400 level.

## Internships

Accounting juniors and seniors are encouraged to consider internships as an opportunity to enhance their academic program. Internships allow students to explore career possibilities and integrate classroom learning with experiential learning. Students should see an accounting advisor for more information. To receive academic credit for any internship, students must complete academic assignments in addition to the internship itself.

## Study Abroad

Foreign study programs offer an enriching personal experience to students while they earn academic credit. Study abroad is encouraged, but requires planning in consultation with the advisor. The recommended semesters for study abroad are fall or spring semester of the sophomore year or the spring semester of the junior year. Courses that fulfill major requirements are sometimes available in Australia and the United Kingdom. Consult the Off-Campus Study section of this *Catalog* for more information.

## Departmental Honors in Accounting

Applications are accepted in the junior or senior year from majors with a 3.30 cumulative GPA and a 3.45 GPA in accounting who desire to work toward honors in accounting. Departmental honors are an academic distinction and are necessary in order to achieve the GPA-based Latin honors at graduation. Successful applicants will work under the guidance of an accounting faculty member to complete a research project on an accounting issue. Contact an accounting faculty member for detailed information.

## COURSE DESCRIPTIONS (ACCT)

All prerequisite courses must be taken for a numerical grade. To meet a course prerequisite, a minimum grade of 1.7 must have been earned in the prerequisite course.

### 210 Principles of Financial Accounting and Reporting. Fall (4), Spring (4).

Financial accounting and reporting concepts and procedures that provide a history of economic resources, obligations, and related economic activities of financial entities. Emphasis is on using financial information to analyze financial health and performance at an enterprise. Prerequisite: ECON 250, second semester sophomore or permission.

### 211 Financial Accounting Process. May Term (3).

Extended study of the accounting process as a system. Topics include initial recording processes and final reporting. Objectives and procedures for assuring reliability of the system are introduced. Skill developed in computerized accounting systems. Prerequisites: ACCT 210. Accounting majors and minors only. Offered every year.

### 220 Principles of Managerial Accounting. Fall (4), Spring (4).

Analysis of financial and relevant non-financial information used in planning, motivating, evaluating, and controlling economic and behavioral concepts and quantitative techniques are integrated throughout.

Topics: cost behavior, budgeting, analysis of variance, performance measurement, and pricing. Prerequisites: ACCT 210, ECON 250, and a department-approved statistics course. Corequisite: ECON 251. Pre- or co-requisite: any Liberal Arts Foundation Human Behavior (HB) course.

### 310–320 Intermediate Accounting I, II. Fall (4), Spring (4).

Intensive study of the financial accounting environment and the authoritative accounting literature that provides a guide to the recording of economic resources and obligations and the related economic activities of business enterprises. Prerequisite to ACCT 310 is ACCT 210 and 211; prerequisite to ACCT 320 is ACCT 310.

### 315 Advanced Managerial Accounting. Fall (3), Spring (3).

Examination of concepts and analytical techniques drawn from behavioral sciences, economics, and financial accounting as applied to managerial planning, controlling, and decision-making issues. Topics include analysis of alternative cost systems for activities, products, and processes. Prerequisite: ACCT 220.

### 331 Accounting Information Systems. Spring (4).

Study of the design and application of accounting systems intended to provide financial and non-financial information which informs decisions and influences behavior within business processes. Strong emphasis on conceptual modelling and database systems, and on documenting and evaluating internal controls. Prerequisites: ACCT 310 or ACCT 220 or permission. NU only.

### 360 Volunteer Income Tax Assistance Spring (3).

Topics in Federal and California income tax regulations for filing basic income tax returns. Introduction to issues of providing volunteer service. Experiential learning is required through a community service component. CN only.

# Accounting

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## **400–401 Financial Reporting Theory I, II. Fall (2), Spring (2).**

Capstone course requiring students to integrate knowledge of accounting, business, economics, and regulation, and apply this knowledge to emerging financial reporting issues. Study of accounting, corporate governance, and risk management issues will be from the perspectives of the enterprise, auditor, and financial statement users. Prerequisite: ACCT 310 or permission.

## **410 Auditing. Fall (4).**

Examination of the purposes, expectations, and responsibilities of independent public auditors as the profession evolves in society. Emphasis on the auditor's decision process. Topics: legal liability, ethics, sampling theory, evidence, audit standards, internal control, and the audit report. Prerequisite: ACCT 320 or permission.

## **415 Tax Accounting. Fall (4).**

Determination of federal and state income tax liability for individuals, corporations, and partnerships. Filing returns, paying taxes, and getting refunds. Legislative and judicial development of tax law. Legal recourse available to taxpayers. Prerequisites: ACCT 210, and senior standing, or permission. ACCT 360 Volunteer Income Tax Assistance (CSAC) recommended.

## **420 Advanced Accounting. Spring (3).**

Intensive study of financial accounting for such topics as entity forms, business combinations and consolidation, interim and segment reporting, and foreign exchange translation. Prerequisite: ACCT 320. Offered as needed.

## **421 Governmental and Not-for-Profit Accounting. Fall (2).**

Theory and practice of governmental and not-for-profit financial accounting. Topics

include theoretical framework, fund accounting, and basic financial statements. Prerequisite: ACCT 310 or permission.

## **425 Business Law. Fall (4), Spring (4).**

The law, its historical source, and its implications. Law and remedies in the following areas: torts, business crimes, contracts, agency, bankruptcy, suretyship, and creditor and consumer rights. Prerequisite: junior standing or permission.

## **440 Financial and Business Reporting Analysis. Spring (4).**

Concentration on disclosure standards, differential effects of alternative accounting and reporting, management's choices of accounting and reporting policies, and interpretation of financial information. Analyses of the quality of reported earnings will be emphasized. Prerequisites: ACCT 310, senior standing or permission. Offered as needed.

## **469 Advanced Topics in Accounting. Fall (2–4), Spring (2–4), May Term (2–3).**

Continuation of select upper-division courses, allowing students to pursue topics in accounting beyond one semester. Designed to reflect current trends and issues. Prerequisite: permission. Offered as needed. NU only. May be repeated for degree credit, given a different topic, for up to 4 credits.

## **489 Accounting Internship. Fall (1–3), Spring (1–3), May Term (1–3).**

Placement in an internship with academic work under faculty direction. Prerequisite: junior or senior standing.

## THE FACULTY

Raul Acero  
Piers Britton  
Cara Cole  
Ann Leimer  
Penny McElroy  
Jacob Ristau

## THE MAJORS

The department offers programs leading to Bachelor of Arts degrees in Studio Art and Art History.

### The Art History Major

The major in art history consists of 44 credits. Students are expected to declare their major by spring of their sophomore year. Majors are required to take the following classes:

- ART 100 Introduction to Art History
- Two Art History courses at the 200 level
- Three Art History courses at the 300 level
- ART 410 Critical Art theory (to be taken in the spring of the junior year)
- ART 496 Senior Research Seminar *or* ART 411 Critical Theory in Visual Studies (to be taken in the fall of the senior year)
- ART 497 Senior Research Project
- Two courses in studio art

### The Studio Art Major

Studio art majors elect to complete a concentration from those described below. All studio concentrations share the following requirements:

- ART 131 Drawing
- ART 132 2-D Design
- ART 133 3-D Design *or* THA 125 Stage Design Fundamentals
- Two Art History courses
- ART 495 Senior Project: Studio Art (taught in Spring semester only)

**To be a successful Studio Art major, you should :**

- take the Studio Foundation in the first or second year (ART 131, 132, and 133)
- plan study abroad early, consulting with

department faculty about appropriate programs and timing

- declare your major by the fall of your sophomore year
- understand the wait list system (see section called “Waiting Lists”)
- attend to course prerequisites when planning your schedule
- complete a concentration selected from the descriptions in the following sections
- try to include at least one course each in theatre, creative writing, and music during your college career.

## THE CONCENTRATIONS

### Ceramics and Sculpture Concentration

#### Required Courses:

- ART 140 Introduction to Ceramics or ART 144 Ceramics without a Wheel
- ART 145 Introduction to Sculpture
- ART 347 Intermediate Sculpture
- ART 447 Advanced Projects in Sculpture

#### Recommended Courses:

- ART 153 Printmaking: Relief
- ART 233 Painting
- THA 105 Production Credit
- ART 250 Life Drawing
- ART 328 After the Modern

### Drawing and Painting Concentration

#### Required Courses:

- ART 233 Painting
- ART 250 Life Drawing
- ART 333 Intermediate Painting
- ART 433 Advanced Projects in Drawing and Painting (taught in Fall semester only)

#### Recommended Courses:

- additional 300- or 400-level courses in Art History, Printmaking, and Photography

### Graphic Design Concentration

#### Required Courses:

- ART 158 Digital Imaging
- ART 251 Typography
- ART 252 Introduction to Graphic Design
- ART 352 Intermediate Graphic Design
- ART 455 Advanced Design Workshop

# Art and Art History

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## Recommended Courses:

- ART 135 Beginning Photography
- ART 150 Book Arts
- ART 205 Technology and Material
- ART 265 Graphic Design Practicum
- ART 337 Digital Photography
- CS 103 Introduction to Multimedia
- One printmaking course

## Photography Concentration

### Required Courses:

- ART 135 Beginning Photography
- ART 158 Digital Imaging
- ART 336 Intermediate Photography
- ART 337 Digital Photography
- ART 435 Advanced Projects in Photography

### Recommended Courses:

- One sculpture course
- CS 103 Introduction to Multimedia
- Internship during the summer of the Junior year

## Printmaking Concentration

### Required Courses:

Three of four introductory printmaking courses:

- ART 151 Printmaking: Etching
  - ART 152 Printmaking: Lithography
  - ART 153 Printmaking: Relief
  - ART 154 Printmaking: Serigraphy
- and**
- ART 450 Advanced Printmaking Workshop

### Recommended Courses:

- ART 135 Beginning Photography
- ART 158 Digital Imaging
- ART 250 Life Drawing
- ART 251 Typography

## THE MINORS

### Art History Minor

- ART 100 Introduction to Art History
- Two Art History courses at the 200 level
- Two Art History courses at the 300 or 400 level
- One studio art course

### The Studio Art Minor

- Two of the three foundation courses:  
ART 131 Drawing

ART 132 2-D Design

ART 133 3-D Design

- One art history course
- Three studio art courses, at least one of which is at the 200 level or above

## Fees

All studio courses and some art history courses require a lab fee. All lab fees are charged to the college bill of the student, unless other arrangements for payment are made. If a student drops a course after using some of the materials provided, a partial fee is computed and charged.

In studio courses, the lab fee pays for shared supplies used by the students in the course, as well as tools that become the property of the student. This practice results in significant savings in the cost of art tools and materials. Lab fees in studio courses range from \$45 to \$500.

Some art history courses require a lab fee for printed materials and/or transportation off campus.

## Time

For studio classes, the department requires three to four hours of work per week for each credit, in addition to time spent in class. (Thus, a 4-credit course requires the six hours in class plus at least twelve hours of studio work outside of class.)

## Waiting Lists

Art classes fill up fast. If a desired class is closed, students can contact the Art Department Administrative Assistant (x8508) to be placed on the waiting list. Typically, 2-5 students from the waiting list are admitted to the class, with preference given to Art majors. Students on the waiting list should attend the first class meeting and bring an add slip.

## Departmental Honors

All art and art history majors complete a senior project, which is evaluated when determining departmental honors. Completion of an exemplary senior project is a necessary condition for receiving departmental honors.



## Gallery Program

The Peppers Art Gallery features ongoing exhibits by recognized and emerging artists in a variety of media. Gallery talks by exhibiting artists are frequently featured.

## Advanced Placement in Art

**Art History:** Students who earn a score of three or more on the Advanced Placement Test earn 4 credits as determined by faculty interview. Prerequisites for admission to advanced courses may be waived.

**Studio Art:** Students who earn scores of three or more on the Advanced Placement Test receive 4 credits in studio art, subject to confirmation by faculty portfolio review.

## COURSE DESCRIPTIONS (ART)

### 100 Introduction to Art History. Fall (4) or Spring (4).

Students gain a solid grounding in aesthetic philosophy and critical art theory and develop core skills necessary in art history (critical reading, analysis, and writing). NU and EV only.

### 118 Art for Children. Fall (4), Spring (4), May Term (3).

Child development through art. For those planning to teach or work in education and speech therapy. Related studio work in various media.

### 131 Drawing. Fall (4), Spring (4), May Term (3).

Skills of observation, representation, pictorial organization, perspective, and techniques with classic drawing materials are developed. NU and EV only.

### 132 2-D Design. Fall (4), Spring (4), May Term (3).

Students are acquainted with the structure that artists consider when creating two-dimensional images. The elements of pictorial composition (line, shape, space, color, value, and texture) are used in concert with the principles (unity/variety, balance/emphasis/rhythm, and proportion/scale) to create effective images. NU and EV only.

### 133 3-D Design. Fall (4), Spring (4), May Term (3).

Introduction to the visual language of sculptural form. Students create projects using a variety of 3-D media to explore the use of design elements (line, form, space, volume, light, texture, etc.) organizing principles (unity, balance, rhythm, etc.) and compositional structures in creating interesting and effective sculptural form.

### 135 Beginning Photography. Fall (4), Spring (4).

Introduction to black-and-white photography as an expressive and creative art. Students work with camera, film, and paper. Darkroom work (enlarging and developing) leads to the production of a portfolio of black-and-white fine prints. Some of the history of black-and-white photography is explored.

### 140 Introduction to Ceramics. Fall (4), Spring (4).

Introduction to the shaping of clay with handbuilding techniques and on the potter's wheel. A variety of surface design and firing techniques are also taught.

### 142 Ceramics: Raku. May Term (3).

Mixed-level ceramics course focusing on Raku. Raku is a fast and active low temperature firing method using a post-firing combustion chamber and typically results in very active iridescent, crackle, and carbon black surface effects. Hand building and surface design will be emphasized. Offered as needed.

### 144 Ceramics without a Wheel. Fall (4) or Spring (4) or May Term (3).

Concentrated course on handbuilding techniques such as pinch, slab, and coil. A variety of surface design and firing techniques will also be taught. May be repeated for degree credit for a maximum of 12 credits. Offered as needed.

### 145 Introduction to Sculpture. Fall (4) or Spring (4).

Introduction to materials, techniques, concepts, and tools of sculpture. Techniques

# Art and Art History

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covered may include modeling, carving, construction, and mold making.

## **150 Book Arts. Fall (4) or Spring (4).**

Students explore various ways and means to create artists' books. This includes binding and structures, printing, sequencing, and theoretical and conceptual approaches to the book as an art object.

## **151 Printmaking: Etching. Fall (4) or Spring (4).**

Basic techniques of etching which involve drawing on a metal plate through an asphaltum ground. The plate is soaked in an acid bath and the drawing is "bitten" into the plate. The plate is subsequently inked and printed, using a press. Etching allows for rich line work and drawn textures. Offered in alternate years.

## **152 Printmaking: Lithography. Fall (4) or Spring (4).**

Basic techniques of plate and stone lithography, involving drawing on a slab of limestone with greasy inks and crayons. The drawing is fixed to the stone. The stone is inked and printed, using a printing press. Lithography can yield an impressive range of tones and subtle "watercolor" textures. Offered in alternate years.

## **153 Printmaking: Relief. Fall (4) or Spring (4).**

Basic techniques of relief printmaking: woodcut and linocut. This involves carving blocks of wood or linoleum. The parts of the block not cut away are inked and printed, using a press. Prints are characterized by vigorous carved textures and high contrast of values. Least technical of the printmaking mediums. Offered in alternate years.

## **154 Printmaking: Serigraphy. Fall (4) or Spring (4).**

Basic techniques of serigraphy (silkscreen printing). Various stencils applied to a fabric screen stretched across a wooden frame. The ink is squeezed through the stencil and screen, thus deposited on the paper underneath. Serigraphy is characterized by exten-

sive use of color and allows for painterly or photographic approaches. Offered in alternate years.

## **158 Digital Imaging. Fall (4) or Spring (4).**

Introduction to using the computer as a creative tool. Development of digital imaging techniques and photo manipulation using Adobe Illustrator and Adobe Photoshop.

## **160 Art in Varying Locales. May Term (3).**

Art appreciation course emphasizing the relationship of subjects studied to the cultural and historical settings that produced them. Offered as a travel course. Places visited will be announced during Fall semester preceding May Term. May be repeated for degree credit if a different country is visited. CN and EV only.

## **165 Special Topics. Fall (2-4), Spring (2-4), May Term (2-3).**

Various offerings ranging from specialized studio workshop experiences to art history lecture series and seminars on selected topics. Lower-division.

## **201 Visual Traditions (Topics). Fall (4), Spring (4).**

Explores conventions and trends in the history of visual representation, both in "high" and "popular" art. Geographic and temporal focus varies; potential topics include portraiture and self-portraiture, the nude in art, book and fashion illustration, religious relief sculpture, animation, classical architecture, and production design for film and television. May be repeated for degree credit for a maximum of 8 credits with instructor's permission. Offered as needed. NU and EV only.

## **202 Authorship and Production (Topics). Fall (4), Spring (4).**

Explores the ways in which art is made and the kinds of status conferred on its makers. Geographic and temporal focus varies; topics may include study of single artists, artists' workshops, "anonymous" and mass

art, the authorial role of patrons and clients, collaboration, competition, and client-artist disputes. May be repeated for degree credit for a maximum of 8 credits with instructor's permission. Offered as needed. NU and EV only.

### **203 Space and Place (Topics). Fall (4), Spring (4).**

Explores aspects of the formation and use of spaces, from architectural and urban environments to ritual space and site-specific art. Geographic and temporal focus varies; potential topics may include the study of individual cities across time or in given periods, local domestic architecture, the careers of individual architects, garden design, and land art. May be repeated for degree credit for a maximum of 8 credits with instructor's permission. Offered as needed. NU and EV only.

### **204 Ritual and Belief (Topics). Fall (4), Spring (4).**

Explores aspects of the interaction between art, spiritual belief, and ritual. Geographic and temporal focus varies; topics may include the art of death, art and liturgy, art and magic, illustrations of religious narrative and arcana, religious architecture, icon-making, and iconoclasm. May be repeated for degree credit for a maximum of 8 credits with instructor's permission. Offered as needed. NU and EV only.

### **205 Technology and Material (Topics). Fall (4) or Spring (4), May Term (3).**

Exploration of the way technologies shape the history of visual culture. Geographic and temporal focus varies, but may include study of ceramics, bronze casting, architectural structures, papermaking, book manufacture, printmaking, and contemporary media such as video, photography, film, and digital forms. May be repeated for degree credit for a maximum of 8 credits with instructor's permission. Offered as needed.

### **233 Painting. Fall (4), Spring (4).**

Introduction to the materials and techniques of oil painting, including the preparation of

supports. Emphasis will be placed on the history of the medium, skill development, basic principles of color theory, and pictorial organization through direct observation. Prerequisite: ART 131.

### **239 Sculpture: Figure to Abstraction. Spring (4).**

Introduction to the study of the human form in 3D. Students learn rendering skills from the live model and various forms of figurative abstraction. Materials might include clay, stone, plaster, casting, wood, and mixed media. Emphasis on rendering and creating meaning through form. Study of contemporary and historical figurative sculpture. Prerequisites: ART 133; and ART 140 or 142. Offered as needed.

### **241 Ceramics Potter's Wheel. Fall (4).**

Students learn wheel throwing skills as well as trimming, manipulation, and addition techniques. Surface design, glazing, and firing techniques are also covered. Reading and discussion on formal and conceptual issues of functional and non-functional ceramics and a focus on developing skills as they pertain to ceramic form. May be repeated for degree credit for a maximum of 8 credits. Prerequisites: ART 133; and ART 140 or 142. Offered as needed.

### **249 Sculpture: Metal Casting. Fall (4).**

Intermediate level sculpture focusing on modeling with materials such as clay, plaster, and wax. Various mold-making techniques taught and work may be cast in bronze or aluminum. Emphasis on formal and conceptual development of personal expression. Students will study work of contemporary sculptors. May be repeated for degree credit for a maximum of 12 credits. Prerequisites: ART 131, 132, or 133; and 145. Offered as needed.

### **250 Life Drawing. Fall (4), Spring (4).**

Continuation of ART 131 with further investigation of drawing materials and techniques. Emphasis will be placed on drawing the human figure and developing an understanding of the anatomical structure of the

# Art and Art History

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human form. Prerequisite: ART 131. May be repeated for degree credit for a maximum of 12 credits.

## **251 Typography. Fall (4) or Spring (4).**

A study of letterforms and page design. Students explore typography through both historical methods and contemporary techniques. Focus will be on developing sensitivity to type and discovering the creative possibilities of typographic design. Prerequisite: ART 131 or 132 or 133.

## **252 Introduction to Graphic Design. Fall (4), Spring (4).**

Introduction to technical and conceptual principles of graphic design. Students will investigate different creative approaches to the design process. Topics include symbology, text/image relationships, illustration techniques, and concept presentation. Prerequisite: ART 131 or 132 or 133; ART 158 strongly recommended.

## **253 Graphic Design Practicum. Fall (4), Spring (4), May Term (3).**

Opportunity for students to work independently and engage in real world design projects for actual clients around campus and the surrounding communities, creating a portfolio of professional-level work. Prerequisite: ART 252. ART 158 and 352 recommended.

## **264 Special Topics in Art History. Fall (2–4), Spring (2–4).**

Topics of current interest in art history. Prerequisite: ART 100. May be repeated for degree credit for a maximum of 12 credits. Offered as needed. NU and EV only.

## **265 Special Topics in Studio Art. Fall (2–4), Spring (2–4).**

Various offerings in studio art—workshops and/or seminars. Offered as needed. Prerequisites: ART 131 or 132 or 133.

## **324 Art and Identity (Topics). Fall (4), Spring (4).**

Explores the role that artistic practices have played in the formation and maintenance of

national, ethnic, cultural, and gender identities. Geographic and temporal focus varies. Prerequisite: ART 100 or permission. May be repeated for degree credit for a maximum of 8 credits with instructor's permission. Offered as needed. NU and EV only.

## **326 Modernity and Modernism. Fall (4) or Spring (4).**

Examination of ways in which concepts of modernism, modernity, and modernization have shaped and been shaped by practice in the plastic arts in different parts of the world since the mid-nineteenth century. The emergence of avant garde movements is considered in relation to wider cultural and ideological shifts. Offered as needed.

## **328 After the Modern. Fall (4) or Spring (4).**

Analysis of some of the ways in which art in the later twentieth- and early twenty-first century has engaged critically with modernism, exploring issues such as the artist's and audience's subjectivities, gender and ethnic asymmetries, capitalism, globalization, and the dichotomy between "high" and "low" culture. Offered as needed.

## **333 Intermediate Painting. Spring (4).**

Continuation of ART 233 with further investigation of the methods and materials associated with oil painting. Emphasis will be placed on conceptual development through traditional and non-traditional approaches to the painting medium. Prerequisite: ART 131, 132, 133, and 233. May be repeated for degree credit with permission.

## **336 Intermediate Photography. Fall (4) or Spring (4).**

A course in experimental photography and mixed media approaches to photography. Students are introduced to Polaroid peel and scratch, image transfer, emulsion transfer, matte medium lifts, liquid light, collage, and 4x5 cameras. Prerequisites: ART 131, 132, 133, and 135. Offered as needed.

## **337 Digital Photography. Fall (4) or Spring (4).**

Introduction to using the computer as a creative tool. Development of digital imaging techniques and photo manipulation using primarily Adobe Photoshop. Prerequisites: ART 135 and 158; and 131 or 132 or 133. NU and EV only.

## **347 Intermediate Sculpture. Fall (4).**

Students work with combinations of materials, exploring their physical properties, cultural significance, and metaphoric potentials. Primary skills taught could be in wood or metal. Projects might include installation, mobiles, and construction. Emphasis on personal expression through form and content. May be repeated for degree credit for a maximum of 12 credits. Prerequisites: ART 131, 132, 133, 140 and 145.

## **352 Intermediate Graphic Design. Fall (4), Spring (4).**

Expands on the theories and topics covered in ART 251/252. Areas of focus include typography, visual hierarchy, multiple-page document layout, and production techniques. Emphasis will be on conceptualization, problem solving, and increasing technical aptitude. Prerequisites: ART 131, 132, 133, 158, and 252. ART 251 is strongly recommended.

## **365 Special Topics in Art History. Fall (2–4), Spring (2–4), May Term (2–3).**

Topics of current interest in art history such as Art and Identity, Art and Memory, Women Artists, Gender and Sexuality in Renaissance Art, Contemporary Architectural Theory and Practice, Design for Film and Television. Prerequisite: permission. May be repeated for degree credit given a different topic. Offered as needed.

## **410 Critical Art Theory. Fall (4), Spring (4).**

Engages with the central elements that shape understandings of art, including the concept of representation, theories of space, the role of the artist, and issues

related to museum display. Readings and discussion may include formalist, Marxist, feminist, psychoanalytic, poststructuralist, and postcolonial approaches. Prerequisite: junior or senior standing or permission of the instructor. NU and EV only.

## **411 Critical Theory in Visual Studies. Fall (4).**

Addresses critical and theoretical concerns which define art history and visual studies as fields, including concepts of material culture, issues of reception, cultural articulation and hegemony, notions of 'high' and 'mass' art, the study of visual culture as "politics by other means" and the role of aesthetics. Offered as needed. NU and EV only.

## **433 Advanced Projects in Drawing and Painting. Fall (4).**

Advanced work in drawing and painting. Expands on issues addressed in previous courses while students create an individual body of work. Emphasis will be placed on conceptualization, integration of content, professional practices/presentation, and developing awareness of contemporary issues in the drawing and painting mediums. Prerequisite: ART 131, 132, 133, 233, 250, and 333.

## **435 Advanced Projects in Photography. Fall (4).**

A class using darkroom and digital photo processes to build an individual body of work. Emphasis is placed on conceptualization, integration of content, and developing an awareness of current trends in the art world. Class time includes lectures, readings, discussions, and critiques. Students should supply their own 35mm and digital cameras. Prerequisite: ART 336 and 337. NU and EV only.

## **447 Advanced Projects in Sculpture. Fall (4).**

Students will develop new skills as they pertain to their stated interests, pursue individual projects, and discuss their work and

# Art and Art History

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the work of contemporary artists in seminar style. By the course's end, students should be prepared to work on their senior capstone projects. Some professional practice skills will be covered. Prerequisite: ART 140 or 144; 145, 239, and 347.

## **450 Advanced Printmaking Workshop. Fall (4), Spring (4).**

Advanced work in printmaking media. Individual course contracts and class assignments are negotiated with instructor. Emphasis on development of individual style and statement. Prerequisites: ART 131, 132, 133; and 151 or 152 or 153 or 154. May be repeated for degree credit with permission.

## **455 Advanced Design Workshop. Fall (4).**

Advanced work in graphic design. Emphasis is placed on design process, integration of content, and developing an awareness of contemporary design issues. Students will refine their technique, work toward developing an individual style, and create a portfolio of professional-level work. Prerequisite: ART 352

## **485 Program Internship. Fall (2–14), Spring (2–14), May Term (2–3).**

## **495 Senior Project: Studio Art. Spring (4).**

Opportunity for students to work independently on a culminating body of work in their concentration. Studio art work, if acceptable, is exhibited in the spring senior show. Prerequisite: ART 131, 132, 133, and at least three courses from the concentration including 400-level advanced projects. May be repeated for degree credit for a maximum of 8 credits.

## **496 Senior Seminar. Fall (1–4).**

Overview of disciplinary practices within the field of art history and visual studies, focusing on methodologies and disciplinary conventions. Students analyze scholarly literature including both journal articles and critical catalogues, product a literature review, and write an extended research

paper, which can serve as basis for their Senior Research Project. Prerequisite: ART 410. Offered as needed.

## **497 Senior Research Project: Art History. Spring (4).**

Students pursue a substantial independent research project, which will normally elaborate work undertaken in ART 496. In consultation with a primary advisor, students plan, research, and write a major research paper and present their work orally both to peers and to a faculty examination committee. Prerequisite: ART 496. NU and EV only.

## THE PROGRAM DIRECTOR

Yukiko Kawahara

## THE FACULTY

Kota Inoue

Hongwei Lu

## THE ADVISORY COMMITTEE

Anne Cavender, English

Karen Derris, Religious Studies

Robert Eng, History

Lawrence Finsen, Philosophy

William Huntley, Religious Studies

Xinyan Jiang, Philosophy

Sawa Kurotani, Anthropology

Michael Ng-Quinn, Government

Jack Osborn, Business

Yasuyuki Owada, Anthropology,  
Emeritus

Priya Jha, English

## MISSION STATEMENT

The Asian Studies Program seeks to cultivate an understanding and appreciation of Asia's diverse cultures and contemporary social, political, business, and economic issues. The program emphasizes interdisciplinary approaches, combining the study of languages, humanities, and the social sciences. In addition to the Asian Studies faculty, members of the Advisory Committee, as well as other faculty, regularly offer courses which are credited with fulfilling requirements of the degree(s). For a full listing of Asian-Studies related courses, see "Breadth Courses for the Major and Minor."

The many unique cultures within Asia offer the student distinct perspectives on art, literature, religion, and philosophy, developed through a history dating back thousands of years. The Asian Studies curriculum emphasizes China and Japan. Courses are also offered and encouraged, spanning the entire geographic area, which compare and contrast the development and

current state of cultures throughout the Asian region.

## THE MAJOR

Asian Studies (AST) offers an interdisciplinary major, which allows students to combine different types of courses from the list of Asian Studies and Asian Studies cross-listed courses. AST major requirements consist of: 1) 16 courses of 3-4 credits each, which includes a Senior Capstone project, 2) Asian language proficiency at the third-year completion level, and 3) at least one semester of study abroad.

### I. Course Work Requirement

Students must take 16 AST and/or AST cross-listed courses of 3-4 credits each, including "depth" courses, "breadth" courses, and a Senior Capstone. Contact an AST advisor for the current list of AST and AST cross-listed courses, which is updated biannually.

**1. Depth Courses:** Minimum of 7 courses that directly contributes to the student's area of emphasis (see Section IV for the definition of the area of emphasis).

**2. Breadth Courses:** Minimum of 6 courses outside the student's area of emphasis, designed to maximize the student's exposure to intellectual diversity within Asian Studies.

**3. Senior Capstone:** 1-2 courses for the completion of a Senior Capstone project. Students must contact an AST advisor at the end of the third year to choose between the two options described below. Detailed guideline for Senior Capstone is available through an AST advisor.

**Option A) Senior Project**—Conducted during the last semester at the University, the senior project is intended to showcase the student's accomplishment as an AST major. Students may choose, in consultation with an AST advisor, to pursue a portfolio, semester-long research project, or other significant project as the culminating experience as

# Asian Studies

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an AST major. The project is reviewed by a committee, which consists of three AST and/or AST Advisory Committee faculty. Required: one semester of 400-level Directed Study of 4 credits.

**Option B) Honor's Thesis**—This option is recommended for majors who are making a steady progress in their Plan of Study and highly motivated in their academic work. It requires a major research undertaking conducted through both semesters of the senior year. The thesis is submitted to the committee, which consists of three AST and/or AST Advisory Committee faculty, and considered for departmental honors. To be eligible for Asian Studies honors, students must have at least a 3.45 cumulative GPA in AST major courses. Required: two semesters of 400-level Directed Study of 4 credits each.

## \*Restrictions on AST Major Course Work:

1) At least 8 of major courses must be taken with the University of Redlands AST or AST Advisory Committee faculty (including on-campus courses and travel courses).

2) At least 6 of the major courses must be at the 300-400 levels (including 300-400 level language courses).

3) Maximum of 6 Asian language courses at the 200 level and above may be included as "Depth" and/or "Breadth" courses.

4) First Year Seminar that is taught by an AST faculty and has significant Asian contents may be included in major course work.

5) Majors may petition to change any of the above restrictions by explaining in his/her Plan of Study how such a change may benefit his/her course of study, subject to approval by the AST Advisory Committee.

## II. Language Requirement

Student must demonstrate the proficiency in an Asian language at the third-year completion level. Currently, the Asian Studies Program offers two language programs:

Chinese and Japanese. Students who wish to pursue another Asian language must describe in the Plan of Study how he/she will fulfill the proficiency requirement, subject to approval by the AST Advisory Committee.

## III. Study Abroad Requirement

One semester of study abroad in an Asian location relevant to the student's plan of study is required. Relevant courses from study abroad may be counted toward AST course work, within the restrictions on Course Work Requirement as stated above.

## IV. Plan of Study

The Plan of Study is a tool designed to help AST majors set their own learning goals and map out the course of study toward those goals. Upon declaring AST major, students will work closely with their AST advisor and develop an individualized plan, which is submitted to the AST Advisory Committee for approval. They are strongly encouraged to have the Plan of Study approved by the end of the second year, and periodically review and adjust the Plan, in consultation with the AST advisor.

The Plan of Study must include the following:

1. **Area of Emphasis**, defined in either of the following two ways:

A) Geographic Area Emphasis allows for the comprehensive study of a specified geographic/cultural area within Asia.

B) Topical Emphasis benefits students who want to focus on a significant topic or theme in Asian Studies that reaches across geographic/cultural boundaries.

[Language Focus Option: Students who are pursuing an area of emphasis that may benefit from a greater focus on advanced Chinese or Japanese language study may petition to the AST Advisory Committee to include more than 6 language courses in their major course work.]

2. **Course Work Plan:** Provide a preliminary list of courses that the students plans to



take to fulfill the Course Work Requirement. If the plan includes courses that are not regularly offered at the University of Redlands (for example, language courses at the levels higher than those currently available at UOR, or topics not covered by AST or AST cross-listed courses), the student must explain how he/she plan to complete such course work.

**3. Asian Language:** Identify how the student plans to meet the Language Proficiency Requirement.

**4. Plan for Study Abroad** that is beneficial to the student's area of study.

## V. Recommended Sequence of Study

- First and Second Years: Focus on language study and introductory AST and AST cross-listed courses; develop and submit the Plan of Study for approval by the AST Advisory Committee.

- Third Year: Increasing emphasis on depth courses; continue language and breadth courses as needed; one or two-semester study abroad as stated in the Plan of Study.

- Fourth Year: Cross-cultural reflection and conceptualization of experiences abroad; complete all requirements as described in the Plan of Study; the Senior Capstone Project.

## THE MINOR

The minor requires completion of at least one year in Chinese or Japanese language study consisting of two courses, and six other courses from the list above. Of the six courses, at least one must be taken at the 300 or 400 level, and the student must take courses from at least two disciplines other than language study.

## AST AND AST CROSS-LISTED COURSES

AST 111 Introduction to Asian Literature  
 AST 120 Chinese/Japanese Calligraphy  
 ART 142 Ceramics: Raku  
 AST 160 Topics in Asian Studies  
 AST 255 Contemporary Japan

BUS 335 Global Marketing  
 BUS 336 International Business  
 BUS 451 Government and Business in China  
 BUS 452 Japanese Corporations and Global Business  
 BUS 457 Strategic Issues in International Business  
 CHNS 101–102 Beginning Chinese (Mandarin)  
 CHNS 201–202 Intermediate Chinese (Mandarin)  
 CHNS 301–302 Third-Year Chinese (Mandarin)  
 CHNS 401–402 Fourth-Year Chinese (Mandarin)  
 GOVT 222 Asian Politics and Development  
 GOVT 242 Asian International Relations  
 GOVT 420 Advanced Seminar in Comparative Politics (when dealing with Asia)  
 GOVT 440 Advanced Seminar in International Relations (when dealing with Asia)  
 HIST 141 Classical Asian Civilizations: China and Japan  
 HIST 142 Modern Asian Civilizations: China and Japan  
 HIST 240 Modern China  
 HIST 241 Contemporary China: A Literary and Cinematic Perspective  
 HIST 242 Modern Japan  
 HIST 272 America and Asia  
 HIST 343 China Since 1949  
 HIST 344 The Pacific Rim: Economic Dynamism and Challenge for America  
 JPNS 101–102 First-Year Modern Japanese  
 JPNS 201–202 Second-Year Modern Japanese  
 JPNS 301–302 Third-Year Modern Japanese  
 PHIL 150 Introduction to Chinese Philosophy  
 PHIL 160 Introductory Topics in Philosophy (when dealing with Asia)  
 PHIL 360 Topics in Chinese Philosophy  
 REL 125 World Religions  
 REL 325 Japanese Religion and Arts  
 REL 411 Masterpieces of Asian Literature  
 SOAN 256 Japanese Society and Culture  
 Other courses from study abroad, the Johnston Center, and First-Year

# Asian Studies

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Seminars may be contracted in fulfillment of the Asian studies major and minor.

## COURSE DESCRIPTIONS

### Asian Studies (AST)

#### **111 Introduction to Chinese Literature. Fall (4), Spring (4), May Term (3).**

Literature from a variety of genres and periods selected to introduce students to the richness of a 2000 year-old Chinese literary tradition. Special attention to developing critical and analytical skills.

#### **120 Chinese/Japanese Calligraphy. Fall (4), Spring (4), May Term (3).**

Chinese and Japanese characters as an art form, from basic strokes to more complex characters and various styles. Students learn traditional methods of writing calligraphy using brush and ink. Emphasis on Japanese or Chinese styles depends on instructor. No prior knowledge of Chinese or Japanese language is required. NU and EV only.

#### **160/260/360/460 Topics in Asian Studies.**

##### **Fall (4), Spring (4), May Term (3).**

Topics of current interest in Asian Studies. Course content varies from term to term. May be repeated for degree credit, given a different topic, for a maximum of 8 credits. Offered as needed.

#### **210 Classical Chinese Poetry. Fall (4), Spring (4).**

Study of all genres of poetry through the end of the Imperial period. Special attention to the development of classical themes (love, feasting and drinking, the power of nature, reclusion, travel, bidding farewell, and images of women), differences in formal structure, and the particularities of Chinese poetic imagery. Prerequisite: sophomore standing or permission. Offered in alternate years.

#### **211 Contemporary Chinese Film. Fall (4), Spring (4).**

Examines the cinematic representations of social and cultural transformations of modern China. Topics include analysis of visual-aural spectacles and their aesthetic merits against a backdrop of materials that deal with historical conditions, ideological underpinnings, cultural practices, and social-economic transformation. Offered every year. NU and EV only.

#### **212 Modern Chinese Literature. May Term (3).**

Designed to examine the development of modern Chinese Literature. The primary goal of the course is to familiarize students with as much of the most representative literary works of 20th-century China as possible and branch out to topics in historical, sociological, and cultural studies. Offered as needed. NU and EV only.

#### **230 Modern Japanese Literature. Fall (4), Spring (4).**

Introduction to translated Japanese literature since 1880. Students read critical books, primarily fiction, both well-known and lesser-known, creating a diverse view of modern Japanese literature. Historically grounded reading is encouraged. Offered as needed. NU only.

#### **255 Contemporary Japan. Spring (4).**

Interdisciplinary study of Japanese society. Japanese values, perceptions, attitudes, and belief systems are explored and related to the economic, political, and social organization of the country. NU and EV only.

#### **310 Chinese Nature Writing. Fall (4), Spring (4).**

Environmental literature from the Chinese perspective, including nature imagery in the Yijing, Daoist-and Buddhist-inspired nature poetry, and the myths of river and mountain spirits. Examination of topics such as human civilization vs. nature; nature and the feminine; and the impact of Chinese literature on environmental writers such as Gary Snyder. Prerequisites: AST 111; or PHIL 150 with

ENGL 201 recommended; or permission.  
Offered in alternate years.

## Chinese (CHNS)

### **101–102 Beginning Chinese (Mandarin). Fall (4), Spring (4).**

Chinese language for students with no previous Chinese experience. Introduction to basic Chinese conversation and the Chinese writing system. NU only.

### **201–202 Intermediate Chinese (Mandarin). Fall (4), Spring (4).**

Continuation of 101–102. Prerequisite: CHNS 101–102 or permission. NU only.

### **301–302 Third-Year Chinese (Mandarin). Fall (4), Spring (4).**

Intermediate to Advanced Level Chinese. Enables students to communicate ideas and opinions comfortably in Chinese and to advance their reading and writing abilities. Emphasis on authentic materials and task-based activities and exercises. Approximately 800 new words will be introduced. Prerequisite: CHNS 202 or equivalent. NU only.

### **401-402 Fourth-Year Chinese (Mandarin). Fall (4), Spring (4).**

Extensive reading and colloquial/formal usage building are major emphasis of the course, while speaking and writing are incorporated in class discussions, oral reports, and essay assignments. Prerequisite: CHNS 302 or equivalent. NU only.

## Japanese (JPNS)

### **101–102 First-Year Modern Japanese. Fall (4), Spring (4).**

Introduction to basic modern Japanese conversation, grammar, reading, and composition. Development of oral and written communication in a cultural context. NU only.

### **201–202 Second-Year Modern Japanese. Fall (4), Spring (4).**

Further instruction in modern Japanese conversation, grammar, reading, and composition. About 100 new kanji will be introduced. Prerequisite: JPNS 102 or equivalent. NU only.

### **301–302 Third-Year Modern Japanese. Fall (4), Spring (4).**

Intermediate Japanese. Emphasis on oral presentation and discussion. Three hundred new kanji will be introduced. Prerequisite: JPNS 202 or equivalent. NU only.

# Biochemistry and Molecular Biology

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## THE PROGRAM ADVISORS

**James R. Blauth, Biology**

**Susan L. Blauth, Biology**

**Caryl A. Forristall, Biology**

**David P. Schrum, Chemistry**

**Linda A. Silveira, Biology**

**Daniel B. Wacks, Chemistry**

## THE PROGRAM

The program in Biochemistry and Molecular Biology is designed to prepare students for careers in biochemistry and molecular biology, in the related fields of cell biology, microbiology, molecular genetics, or in the health sciences. Students who satisfactorily complete the following courses receive a bachelor of science degree with two majors, one in biology and one in chemistry.

## Degree Requirements

To receive a B.S. degree, the student must complete:

BIOL 131 and 133 Principles of Biology

BIOL 239 Molecular Genetics and Heredity

BIOL 338 Cell Biology

BIOL 325 Medical Genetics, BIOL 342

Bioinformatics, or other 200-300 level course emphasizing topics in genetics (e.g., some offerings of BIOL 260 or 360).

Consult a program advisor for approval.

One additional 200-300 level biology course with molecular emphasis. Approved

courses include BIOL 325 Medical Genetics, BIOL 326 Neuroscience, BIOL 342 Bioinformatics, BIOL 343

Microbiology, BIOL 345 Immunology,

BIOL 348 Developmental Biology, and

BIOL 356 Plant Physiology. See a

program advisor for permission to substitute other courses such as CHEM 345

Advanced Biochemistry, BIOL 260 Topics in Biology, or BIOL 360 Advanced Topics in Biology.

BIOL 344 Human Physiology or BIOL 334

Comparative Physiology

CHEM 131 and 132 General Chemistry

CHEM 231 and 232 Organic Chemistry

CHEM 320 Biochemistry

CHEM 330 Analytical Chemistry

CHEM 331 and 332 Physical Chemistry

CHEM 333 Spectroscopy Laboratory

CHEM 431 or 432 (432 preferred) Advanced Laboratory

One of the following:

6 credits of BIOL 499 Honors Research

or 6 credits selected from one of the biology research courses (BIOL 403 to

460) and BIOL 394 Biology Seminar,

BIOL 495-496 Senior Seminar and

CHEM 477 Chemistry Major Field Exam.

Or:

3 credits of CHEM 378 Chemistry

Research, and 1 credit of CHEM 478

Senior Research and Thesis, and four

semesters of CHEM 394 Chemistry

Seminar.

Or:

6 credits of BLCM 460 Advanced

Interdisciplinary Research in Biology and

Chemistry, and CHEM 477 Chemistry

Major Field Exam, and BIOL 394, 495-

496 or four semesters of CHEM 394.

Research topics must be approved by the departments of Biology and Chemistry.

The Biology Department requires each major to submit a contract to the department listing the courses that will be used to complete the degree. Degree contracts must be approved by the end of the second semester of the junior year, or, in the case of upper-division transfer students, the end of the first semester of residence.

## Related Field Requirements

MATH 121-122 or MATH 118, 119, 122

PHYS 220 and 221 (or PHYS 231 and 232)

## Course Descriptions (BLCM)

### 360 Interdisciplinary Research in Biology and Chemistry.

#### Fall (1-3), Spring (1-3), May Term (1-3).

Experimental study of project both from a biological and chemical perspective. Three hours laboratory, eighty minutes discussion, three hours independent work. May be repeated for degree credit for a maximum of 9 credits. Prerequisite: permission. Offered as needed. NU only.

**460 Advanced Interdisciplinary  
Research in Biology and Chemistry.  
Fall (1-3), Spring (1-3), May Term (1-3).**

Continuation of experimental study of project both from a biological and chemical perspective. Includes serving as a mentor for student researchers and writing a grant proposal or thesis. Three hours laboratory, eighty minutes discussion, three hours independent work. May be repeated for degree credit for a maximum of 9 credits. Prerequisite: permission. Offered as needed. NU only.

# Biology

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## THE FACULTY

**Benjamin Aronson**  
**James R. Blauth**  
**Susan L. Blauth**  
**Elaine S. Brubacher**  
**William Casale**  
**Caryl A. Forristall**  
**Candy Glendening**  
**James R. Malcolm**  
**Lisa E. Olson**  
**Linda A. Silveira**  
**Lowell Kent Smith**  
**Brian Spitzer**

## THE MAJOR

There are five categories of courses within the biology curriculum, each designed for different needs. The first group (BIOL 102 through 114) consists of courses for non-majors and may include consideration of scientific methodology as well as subject matter of interest to non-scientists. These courses may not be taken for credit toward the bachelor of science or bachelor of arts in biology.

The second category (BIOL 131, 133, and 239) is part of both the major and minor requirements and consists of courses that introduce key aspects of biology.

Courses in the third group (BIOL 250 through 360) are designed to provide a firm foundation in basic sub-disciplines. By careful selection with a faculty advisor, students can tailor a program to fit individual career goals. Most of the courses in this category have prerequisites and are taken by majors, but non-majors who have the prerequisites often enroll.

The fourth category (BIOL 403 through 460) provides an opportunity for biology majors to take part in research under faculty supervision. A two-semester sequence is required of all B.S. majors except those taking departmental honors (BIOL 499).

In courses in the fifth category, the biology seminars (BIOL 394, 495–496), junior and senior students learn about careers in biology,

research methods, and present and share the results of their research.

## Bachelor of Science Requirements

To receive a B.S. degree, the student must complete:

BIOL 131 and 133 Principles of Biology  
BIOL 239 Molecular Genetics and Heredity  
Six additional courses from BIOL 250–360

(except 341), by contract with department faculty

BIOL 394 Biology Seminar, BIOL 495–496 Senior Seminar

6 credits of coursework selected from BIOL 403 through 460, BLCM 460, or departmental honors project work (BIOL 499)

## Related Field Requirements

CHEM 131–132; 231–232

MATH 121–122 or MATH 118, 119, and 122

PHYS 220–221 or 231–232

Degree contracts must be approved by the end of the second semester of the junior year or, in the case of upper-division transfer students, the end of the first semester of residence.

## Bachelor of Arts Requirements

Students who are not planning post-graduate work in biology may wish to consider the bachelor of arts in biology combined with a major or minor in another discipline. To receive a B.A. degree, the student must complete:

BIOL 131 and 133

BIOL 239

CHEM 131–132; 231–232

PHYS 220–221 or 231–232

Three additional courses from BIOL

250–360 (except 341), by contract with department faculty

BIOL 394 Biology Seminar, BIOL 495–496 Senior Seminar

Completion of Senior Seminar Capstone Project

A major or minor in another discipline, or an interdisciplinary minor, or equivalent approved by department faculty.

Degree contracts must be approved by the end of the second semester of the junior year, or the end of the first semester of residence in the case of upper-division transfer students.

### Program in Biochemistry and Molecular Biology

Please see the Biochemistry and Molecular Biology section of this *Catalog*.

### Premedical and Other Health Professions

Premedical students should refer to the Premed Program description in the Integrated Programs of Study section of this *Catalog*.

### Teaching Credential Subject Matter Program in Biology

In compliance with federal *No Child Left Behind* legislation, students who wish to be certified to teach science must major in the subject as well as pass the relevant CSET examination (California Subject Examinations for Teachers; previously the SSAT/PRAXIS). Students earning a Multiple Subject Credential may add subject matter authorization in biology by completing a minor in biology. Students should meet with an advisor in the School of Education for information regarding certification and the teacher preparation program. Most students complete the teacher preparation program, including student teaching, during a fifth year of study. Please refer to the School of Education section of this *Catalog* for further information regarding teaching certification requirements.

### THE MINOR

To earn a minor in biology, students must complete:

BIOL 131 and 133;

BIOL 239;

Three additional courses from BIOL

250–360 (except 341), by contract with department faculty.

### Advanced Placement in Biology

Students earning a score of three on the Advanced Placement (AP) test receive 4

credits and fulfill the MS3 Liberal Arts Foundation requirement. Students earning a score of four or five receive 4 credits and fulfill the MS1 Liberal Arts Foundation requirement. Permission to waive the Biology major requirement for BIOL 131 or BIOL 133 may be granted to students with AP scores of four or five based on an interview with department faculty.

### Departmental Honors

The Department of Biology offers the opportunity for honors research to those outstanding biology majors desiring to undertake substantive original research during their senior year. Application to pursue honors must be made to the Biology Department during the second semester of the junior year. Students selected for honors will carry out, with the guidance of a member of the department faculty or other departmentally approved professional, an empirical research project that includes:

- problems definition and experimental design;
- literature search;
- laboratory or field data collection and analysis;
- preparation of a manuscript suitable for submission to a selected journal;
- a public presentation and defense of the project before an examining committee consisting of members of the department and at least one person outside the department.

More specific guidelines regarding format and a timetable for completion of honors projects are available from the Biology Department.

To be awarded honors, students must complete all components of the project as outlined above at a level of academic performance acceptable to the examining committee.

### Study Abroad

Students wishing to study abroad for a semester or two can usually do so by careful scheduling, arranged with the help of their faculty advisors.

# Biology

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## COURSE DESCRIPTIONS (BIOL)

### **103 Issues and Techniques in Genetic Engineering. Fall (4), Spring (4), May Term (3).**

Explanation of current developments in modern molecular biology that affect the lives of non-scientists. Topics such as DNA testing and genetically engineered foods, vaccines, and drugs are discussed. Provides basic information about DNA and an opportunity to perform techniques used in genetic engineering. Offered as needed. NU and EV only.

### **104 Introduction to Neuroscience. Fall (4), Spring (4), May Term (3).**

Emphasis on overriding concepts in understanding how the brain works and the experience of scientific inquiry. Experimental methods, functional anatomy, and neurologic disorders highlight what is known about the nervous system. Discussion, writing, class presentations, and laboratory exploration are included. For non-biology majors only. Three hours lecture, three hours lab. Offered as needed. NU and EV only.

### **105 The Age of Big Science and Technology. Fall (4), Spring (4).**

Study of science and technology rising to become major driving forces in modern life. Analysis of implications. Topics include the atomic bomb, the information age, biotechnology, modern scientific medicine, environmentalism, and geographic information systems. Student presentations. Four hours lecture and discussions. Offered in alternate years. NU and EV only.

### **106 The Nature of Life. Fall (4), Spring (4), May Term (3).**

Nonteological account of life using concepts about genes, protein synthesis, reproduction, sex, and evolution. Three hours lecture. Offered as needed. NU only.

### **107 Concepts of Biology. Fall (4), Spring (4), May Term (3).**

Exploration of various concepts selected from evolution, ecology, genetics, physiology,

morphology, development, and behavior. Four hours lecture and laboratory.

### **108 Nature Study. Fall (4), Spring (4).**

Biological phenomena observable in natural flora and fauna including ecology, behavior, life cycles, and evolution. Emphasis on understanding plants and animals observed in nature. Four hours lecture and discussion.

### **109 Contemporary Issues in Ecology. Fall (4), Spring (4), May Term (3).**

Environmentally oriented issues of current concern as they relate to fundamental generalizations about ecology. Sharpens the layman's critical powers of observation and analysis and provides tools for intelligent decision-making. Three hours lecture, three hours lab. Offered as needed.

### **110 Human Biology. Fall (4), Spring (4), May Term (3).**

Designed to present a general knowledge of the human body in health and disease. Topics include exercise physiology, nutrition, human heredity and genetic testing, mechanisms of disease, cancer, infectious and emerging illnesses, and gene therapy. The format will include lecture-discussion and laboratory experiments. Offered as needed.

### **111 Introduction to Marine Biology. Spring (4).**

An introduction to the marine environment. Emphasis will be on the geologic history, inhabitants, and ecology of marine ecosystems. Evolutionary history and adaptations of various groups of marine organisms will also be addressed. There will also be several optional field trips to coastal sites. Offered as needed. NU only.

### **112 Exploring Microbes: The Good, the Bad and the Tiny. Fall (4), Spring (4), May Term (3).**

Basic concepts in microbiology are explored by studying organisms, both harmful and beneficial, in our surroundings. Viruses, fungi, and bacteria, including others, are studied in the laboratory. Students design and implement a long term research project



during the semester. Offered as needed. NU only.

**131–133 Principles of Biology.**  
**Fall (4), Spring (4).**

Introduction to the study of life from molecules, cells, and genes, to functioning organisms in their environments. Laboratory work emphasizes quantitative data collection and analysis while introducing students to biochemical, genetic, physiological, and field techniques. Prerequisite for BIOL 131: CHEM 131 or permission. Prerequisite for BIOL 133: BIOL 131 or permission. NU and EV only.

**239 Molecular Genetics and Heredity.**  
**Fall (4), Spring (4).**

This course emphasizes the importance of molecular genetics in contemporary biology. Patterns of inheritance, gene structure and function, and techniques using recombinant DNA technology will be emphasized. Laboratory includes classical genetic analysis as well as molecular and biochemical techniques. Prerequisite: BIOL 131-133. NU and EV only.

**250 Introduction to Digital Biology.**  
**May Term (3).**

An introduction to selected theories, research, applications, and technologies, including hardware and software, that flow from an examination of the relations between the structures and functions of digital computers and those of living organisms. Projects. Student presentations. Three hours lecture/demonstration/discussion, three hours semi-independent computer work. Prerequisite: BIOL 131 or permission. Some knowledge of computers, molecules, cells, and of the sciences recommended. Offered in alternate years.

**260 Topics in Biology.**  
**Fall (1–4), Spring (1–4), May Term (1–3).**

Topics of current interest in biology are covered. Prerequisite: permission. Offered as needed.

**325 Medical Genetics. Fall (4),  
Spring (4), May Term (3).**

Clinical aspects of genetic disease and current issues in medical genetics. Etiology, diagnosis, and treatment of genetic diseases; rare inheritance patterns (anticipation, imprinting); complex genetics (diabetes, obesity, mental illness, cancer); gene therapy; embryonic stem cells/cloning; genetic counseling; ethics; and governmental legislation. Intensive writing and reading of primary literature. No laboratory. Prerequisite: BIOL 239. Offered as needed. NU and EV only.

**326 Neuroscience. Fall (4), Spring (4),  
May Term (3).**

Study of cellular/molecular mechanisms, anatomy, circuitry, and functions of the nervous system. Emphasis on clinical neurology and experimental methods. Includes topics such as the senses, movement, language, emotions, consciousness, and learning. The laboratory is a combination of descriptive and hypothesis testing activities. Three hours lecture, three hours lab. Prerequisites: BIOL 131 and 133. Offered as needed. NU and EV only.

**330 Statistical Methods in Biology.**  
**Fall (4), Spring (4).**

Introduction to the use of descriptive and inferential statistics to interpret data in biological research. Tables and figures, distribution, probability, correlation, hypothesis testing and software analysis tools will be covered. Prerequisites: BIOL 131, 133, and 239. Offered as needed. NU only.

**331 Ecology. Fall (4), Spring (4).**

Analysis of the biotic and abiotic factors controlling the distribution and abundance of plant and animal species. Emphasis on ecological relationships of individuals and populations. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133. Offered in alternate years.

# Biology

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## **332 Nutrition. Fall (4), Spring (4).**

The physiology, biochemistry, and practical aspects of nutrition. Current controversial issues in nutrition are also examined. Laboratory includes biochemical, microbial, animal, and human studies. Three hours lecture, three hours laboratory. Prerequisite: BIOL 131-133. Recommended prerequisite: BIOL 239. Offered as needed. NU and EV only.

## **334 Comparative Physiology. Fall (4), Spring (4).**

Comparison at the cellular, organ, and whole animal levels of physiological adaptations exhibited by various invertebrate and vertebrate animals, including humans. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133. Offered as needed.

## **336 Botany. Fall (4), Spring (4).**

Comprehensive exploration of plants from cellular to organismal level. Topics include anatomy, morphology, fundamentals of physiology, and systematics. Labwork and fieldwork are stressed. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131 or sophomore standing. Offered as needed. NU and EV only.

## **337 Vertebrate Anatomy. Fall (4), Spring (4), May Term (3).**

Comparative study of vertebrates as whole organisms. Laboratory work is entirely devoted to anatomical structure. Lectures primarily cover morphology and evolution. Six hours laboratory/lecture. Offered in alternate years.

## **338 Cell Biology. Fall (4), Spring (4).**

Structure and function of cells, with emphasis on events outside the nucleus. Study of cytoskeleton, bioenergetics, intracellular communication, control of cell division, and sorting of proteins to appropriate organelles. Laboratory includes fluorescence microscopy, *in vitro* reconstitution of cellular processes, and subcellular fractionation. Three hours lecture, three hours laboratory/discussion. Prerequisites: BIOL

131–133 and 239, or permission. Offered in alternate years.

## **339 Zoology. Fall (4), Spring (4).**

Investigation of the major animal phyla, illuminating the widely different ways in which functioning animals are constructed. Emphasis on protozoans and arthropods. Dissection is involved. Experience in recognizing and culturing invertebrates. Six hours laboratory/lecture. Prerequisites: BIOL 131–133. Offered as needed.

## **340 Conservation Biology. Fall (4), Spring (4), May Term (3).**

Analysis of the ecology, population biology, and behavior that is needed to understand the process of extinction. Prerequisites: BIOL 131–133, or permission. Offered as needed.

## **341 Observations in the ER. Fall (1), Spring (1).**

Provides an opportunity to observe in the emergency room at Loma Linda University Medical Center or Arrowhead County Hospital, and to explore some of the issues generated by those observations. May be repeated for degree credit up to 2 credits, with preference given to non-repeating students. CN only.

## **342 Bioinformatics. Fall (4), Spring (4).**

Exploration of the analysis of molecular biology through the use of computer databases and algorithms, and high-throughput methods. Topics include genome organization, genome evolution and the study of gene expression and function. Laboratory investigations include transformation of eukaryotes and use of bioinformatics databases and algorithms. Prerequisites: BIOL 239 or permission. Offered as needed. NU and EV only.

## **343 Microbiology. Fall (4), Spring (4).**

Study of microorganisms: their structure, taxonomy, metabolism, genetics, and interactions with humans. Laboratory includes cell culture, microbe isolation and identification, and bacterial genetics. Six hours lecture/laboratory. Prerequisites: BIOL

131–133 and 239, or permission. Offered as needed.

### **344 Human Physiology. Fall (4), Spring (4).**

Functioning of the human body at the cellular, systems, and whole animal level. Emphasis on nervous, endocrine, renal, and cardio-vascular systems and their interrelationships. Prerequisites: BIOL 131–133. Offered as needed. NU and EV only.

### **345 Immunology. Fall (4).**

Study of the physiological, molecular, and cellular basis of host defense. Emphasis will be on the human immune system and its pathogens. Diseases of the immune system, such as diabetes, multiple sclerosis, lupus, and AIDS will also be examined. Prerequisites: BIOL 131, 133, and BIOL 239.

### **346 Aquatic Biology. May Term (3).**

Ecology, ecological physiology, and natural history of selected aquatic organisms. Biology of rivers, lakes, and the marine intertidal and subtidal zones. Introduction to physical oceanography, limnology and potamology. Implications for water pollution control, water resource development, and water-related human activities. Field trips. Two hours lecture, six hours laboratory. Recommended: BIOL 331, 336, 339. Offered in alternate years.

### **348 Developmental Biology. Spring (4).**

Descriptive and experimental approach to the development of selected vertebrate and invertebrate animals from fertilization through aging. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131, 133, and BIOL 239; or permission. Offered as needed.

### **352 Animal Behavior. Fall (4), Spring (4).**

Evolution of social behavior, with an emphasis on the ecological factors that mold species' social organization. Three hours lecture, three hours laboratory. Prerequisite: BIOL 133 or permission. Offered as needed.

### **353 Biological Evolution. Fall (4), Spring (4).**

Analysis of the status of neo-Darwinism, emphasizing areas of controversy. Essays and problem sets provide training in evolutionary reasoning. Three hours lecture. Prerequisites: BIOL 133 and 239; or permission. Offered as needed.

### **354 Environmental Science. May Term (3).**

Advanced review of selected environmental problems and the scientific and technical approaches to their solution or amelioration; interdisciplinary and holistic thinking is emphasized. Case studies. Two hours lecture, six hours laboratory/discussion. Prerequisites: junior or senior standing and permission. Offered in alternate years.

### **355 History and Philosophy of Biology. Fall (4), Spring (4).**

Origin and development of biological concepts. Three hours lecture/discussion. Prerequisite: 18 credits of biology courses. Not regularly offered.

### **356 Plant Physiology. Fall (4), Spring (4).**

Exploration of plant function at the cellular, tissue, and whole organism level, with emphasis on interactions with environment. Topics include plant-water relations, nutrition, energy and carbon cycling, development, and stress physiology. Analysis of research papers. Three hours lecture, three hours laboratory. Prerequisites: BIOL 131–133, CHEM 131–132; CHEM 231 recommended. Offered as needed. NU and EV only.

### **360 Advanced Topics in Biology. Fall (4), Spring (4).**

Recent research developments in biology. An in-depth analysis of the primary literature and the interconnection of fields commonly divided into separate courses will be emphasized. Topics vary with semester. Examples include human genetics, developmental genetics and cancer biology. Prerequisites: BIOL 239 and permission. May be repeated for degree credit for a maximum of 8 credits

# Biology

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with the instructor's permission. Offered as needed. NU and EV only.

## **394 Biology Seminar. Spring (0).**

Recent advances in biology presented in a seminar format by Redlands faculty, seniors, and visiting scholars. CN only.

## **403 Research in Molecular and Cellular Biology. Fall (1–3), Spring (1–3), May Term (1–3).**

Genes, proteins, and cellular processes studied through experimental work. Three hours laboratory/discussion; three hours independent work. Prerequisite: permission. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. NU and EV only.

## **404 Research in Evolution and Behavior of Vertebrates. Fall (2–3), Spring (2–3), May Term (1–3).**

Evolution and/or behavior of selected vertebrates studied through experimental work. Three hours laboratory/discussion; three hours independent work. May be repeated for degree credit. Prerequisites: BIOL 239 and permission. Offered as needed.

## **405 Research in Molecular Biology of Development. Fall (3), Spring (3), May Term (1–3).**

Research in developmental biology of vertebrate embryos using molecular and embryological techniques. Three hours laboratory/discussion, three hours independent work. Prerequisite: permission. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. NU and EV only.

## **406 Research in Biosystems Modeling. Fall (2–3), Spring (2–3), May Term (0–2).**

Analysis modeling and simulation of biological systems, with emphasis on use of computers. Applications to actual design and planning projects. Two hours lecture, three hours laboratory. May be repeated for degree credit. Prerequisite: permission. Offered as needed.

## **408 Research in Physiology of Vertebrates. Fall (2–3), Spring (2–3), May Term (0–2).**

Physiological analysis of selected vertebrate systems studied through experimental work. Three hours laboratory/discussion, three hours independent work. Prerequisites: BIOL 334 or 344 or permission. Offered as needed.

## **460 Research Topics in Biology. Fall (1–3), Spring (1–3), May Term (1–3).**

Selected areas of biology studied through experimental work. Areas selected range from the molecular cellular level, to plants and animals, to ecology and the environment. Three hours laboratory/discussion, three hours independent work. May be repeated for degree credit for a maximum of 6 credits. Offered as needed. NU and EV only.

## **495–496 Senior Seminar. Fall (1), Spring (1).**

In the fall, the course covers research techniques and preparation for employment. In the spring seniors present their capstone projects (B.A.), senior research (B.S.), or honors projects. CN only.

# Business Administration

## THE FACULTY

Monte Andress

Jeffrey Fear

Elizabeth Haley

Robert Marsel

Jack Osborn

Jill Robinson

Jason Ryan

Vernon Stauble

Mara Winick

## THE MAJORS

The department offers a bachelor of arts in Managerial Studies, a bachelor of science in Business Administration, and a bachelor of science in Global Business. Department classes may be taken toward the major upon completion of the introductory and prerequisite courses with a 2.0 or higher G.P.A. in each course.

Students entering the major are expected to have a 2.7 cumulative G.P.A on a 4.0 scale. Transfer students are expected to have a 2.7 average from their previous school(s). A 2.0 in each prerequisite course also applies.

We advise students to complete the majority of their introductory courses no later than the spring of their sophomore year. BUS 126 should be taken early, followed by BUS 240. Transfer students should take BUS 126 in their first semester.

### The Bachelor of Arts in Managerial Studies

This program provides students with an understanding of the complex environment in which organizations function as well as the challenges that decision makers face in organizations. The program is designed for students who are pursuing two majors, and thus requires a second major of the student's choosing.

The bachelor of arts can serve as a complementary degree for students who plan to pursue a career in a second major or who are developing a depth necessary for pursuing a particular interest. Common second majors include: creative writing, art, modern

language, economics, government, psychology, and biology.

Depending on the second major, students with the bachelor of arts pursue graduate study and careers in art, journalism, law, public policy, medicine and health care, human resources, marketing, film, and education, among others.

## Requirements

### 1. Introductory Courses

The following courses are prerequisites to the required major courses, and some also satisfy Liberal Arts Foundation requirements.

GOVT 111 American National Government  
or GOVT 123 Introduction to World  
Politics

ECON 200, MATH 111, or another  
approved statistics course

ECON 250 Principles of Microeconomics or  
ECON 251 Principles of Macroeconomics  
BUS 126 The Rise of American Capitalism  
1860-1932

ACCT 210 Principles of Financial  
Accounting and Reporting

BUS 240 Business Law

### 2. Core Courses

BUS 231 Principles of Marketing

BUS 310 Principles of Management and  
Organization Behavior

BUS 336 International Business or another  
approved International course

BUS 442 Theories of Organization or BUS  
414 Ethical Dilemmas

BUS 446 Human Resource Management or  
BUS 369 Workplace Regulation

BUS 459 Business Policy and Strategy

An advanced 300 or 400-level business elec-  
tive.

### 3. Second Major Requirement

A second major must be chosen from outside  
Business Administration.

### Bachelor of Science in Business Administration

This program provides students with a comprehensive view of the inner workings of corporate, non-profit, and governmental

# Business Administration

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organizations, as well as the complex legal and strategic environments in which organizations function. Students enrich core study in organizational operations through the selection of advanced electives.

The bachelor of science helps prepare students for decision making and leadership roles in business and public service. Students with the bachelor of science degree pursue graduate study in business, health-care, sports management, human resources, and law among others.

## Requirements

### 1. Introductory Courses

The following courses are prerequisites to the required major courses. Some also satisfy Liberal Arts Foundation requirements.

GOVT 111 American National Government and Politics or GOVT 123, Intro. to World Politics  
ECON 250 Principles of Microeconomics  
ECON 251 Principles of Macroeconomics  
ECON 200, MATH 111, or another approved statistics course  
ACCT 210 Principles of Financial Accounting and Reporting  
ACCT 220 Principles of Managerial Accounting  
BUS 126 The Rise of American Capitalism 1860-1932  
BUS 240 Business Law

### 2. Core Courses

BUS 231 Principles of Marketing  
BUS 310 Principles of Management and Organization Behavior  
BUS 336 International Business or another approved international course  
BUS 353 Managerial Finance  
BUS 442 Theories of Organization or BUS 414 Ethical Dilemmas  
BUS 446 Human Resource Management or BUS 369 Workplace Regulation  
BUS 459 Business Policy and Strategy

### 3. Advanced Elective Courses

Three approved advanced elective courses two of which may be outside the major but

have relevance there to, with signed advisor approval.

## The Bachelor of Science in Global Business

The major in Global Business prepares students for a career in international business, public and not-for-profit service, as well as graduate study in a number of disciplines including law, finance, business, and government.

Global Business is presented as a process of understanding how cultures and political systems manage their economics, and the rules and procedures that nations create to permit and encourage businesses to operate within their borders. To understand foreign business situations an emphasis is placed on developing knowledge of and sensitivity to both the cultural and political climates of host countries.

Students completing the Global Business major will gain an understanding of:

- Organizations operating beyond their domestic borders;
- Problems and opportunities faced by developing nations as they attempt to grow their economies; and
- Selected major trading relationships of the United States (China, Mexico, Japan, the EU); the major trading blocs (e.g. NAFTA, the European Union, MERCOSUR, etc.); the major U.S. and world agencies that support global trade, development, and investment; and the positive and negative impacts that all these entities have on national cultures, standards of living, civil liberties, and business in general.

Students are encouraged to develop a geographic area of emphasis or concentration through interdisciplinary study. Linked to the academic study of issues and practices are the requirements that students become proficient in a second language and that they study abroad. Approval from the Global Business advisor, or the Business Department Chair, is required for all interdisciplinary and overseas-study aspects of the degree.

## Requirements

### 1. Introductory Courses

The following courses are prerequisites to the required major courses. Some also satisfy Liberal Arts Foundation requirements

GOVT 123 Introduction to World Politics  
ECON 250 Principles of Microeconomics  
ECON 251 Principles of Macroeconomics  
BUS 126 The Rise of American Capitalism  
1860-1932  
BUS 240 Business Law  
ECON 200, MATH 111, or another  
approved statistics course  
ACCT 210 Principles of Financial  
Accounting  
ACCT 220 Principles of Managerial  
Accounting

### 2. Core Courses

BUS 310 Principles of Management and  
Organization Behavior  
BUS 335 Global Marketing  
BUS 336 International Business  
BUS 353 Managerial Finance or ACCT 315  
Advanced Managerial Accounting  
BUS 457 Strategic Issues in Global  
Business  
BUS 459 Business Policy and Strategy  
Two 400 series Advanced International  
Business courses (includes possible study  
abroad courses)

### 2. Other Requirements

1. At least three international courses selected from one or more of the following areas: Economics, History, Government, Art, Asian Studies, Latin American Studies, Psychology, International Relations, Sociology and Anthropology, or Religion at the 300 series level or above. The department is open to international courses from other disciplines, subject to relevance.
2. Minimum of one semester abroad, with additional study abroad recommended and supported by the department.
3. Language proficiency: Testing place-

ment at the entry point to the 400 level of a foreign language by graduation.

4. All students must take at least 8 credits of a foreign language. Students who are already proficient may take the required 8 credits either in the language in which they are proficient or in another language. The expectation of the major is that students will take at least 8 credits of language relevant to their area of concentration.

### THE MINOR IN BUSINESS ADMINISTRATION

The following courses are required for a minor in business administration.

ECON 250 Principles of Microeconomics or  
ECON 251 Principles of Macroeconomics  
BUS 126 The Rise of American Capitalism  
1860-1932  
ACCT 210 Principles of Financial  
Accounting and Reporting  
BUS 231 Principles of Marketing  
BUS 240 Business Law  
BUS 310 Principles of Management and  
Organization Behavior  
An additional course in accounting or  
business.

### Internships

The department encourages all business administration juniors and seniors to consider internships as opportunities to enhance their academic program. Internships allow students to explore career possibilities and integrate classroom learning with practical experience. Students should contact their faculty advisors for more information. To receive academic credit for any business internship, students must complete an organizational and industry audit as detailed in the department internship materials.

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## Study Abroad

Study abroad greatly enhances the undergraduate experience for all business students. The department encourages study abroad as well as advance planning for doing so. Early consultation with an advisor will allow for meaningful integration of one's international and university studies.

## Travel Abroad

The faculty regularly offers May Term travel courses to Asia and Europe. These courses expose students to both cultural and business issues through interaction with government officials, industry leaders, and scholars. Cultural and industrial site visits are extensive.

## Departmental Honors

Applications are accepted in the junior year from majors of high academic achievement who desire to work toward departmental honors. Successful applicants will work one-on-one with a member of the business faculty to complete a research project. In addition, their research project will be supported and reviewed by an advisory board of faculty and outside experts, selected by the student and approved by the Honors advisor. To qualify for University honors, a student must complete an honors project within the department.

## COURSE DESCRIPTIONS (BUS)

All prerequisite courses must be taken for a numerical grade. To complete a course prerequisite, students must earn a minimum grade of 2.0 in each course.

### 125 Marketing and Management Behavior. May Term (3).

Fundamentals of behavior explored via cultural history. Two lenses, one historical and one psychological, are used to explore the development of consumerism in America. These lenses provide students with a behavioral understanding of the historical beginning of corporate America. NU and EV only.

### 126 The Rise of American Capitalism 1860-1932. Fall (4), Spring (4).

Examines the conflicts surrounding the amassing, and distribution of capital. The growth of U.S. corporations, the rise of labor, and the evolution of the regulatory powers of the Federal and State governments are examined. Four lenses: economic, political, organizational, and biographical, are used to examine the subject. NU and EV only.

### 231 Principles of Marketing. Fall (4), Spring (4), May Term (3).

Marketing management and planning from a systems perspective. Concept development, pricing, promotion, and distribution are explored as market opportunities, strategies, and programs are defined. NU and EV only.

### 240 Business Law. Fall (4), Spring (4).

An introduction to the American legal system, our constitutional framework, the role of judicial decisions, and statutory law. Special emphasis is placed on business torts and contract law, along with other concepts important in the business world. Prerequisite: BUS 126 or permission. Offered every year. EV and NU.

### 310 Principles of Management and Organization Behavior. Fall (4), Spring (4).

Dynamics of individual and group behavior are explored, in addition to selected topics of entrepreneurship, technology, and strategic planning. Students are asked to view the internal workings of organizations as well as to consider organizations in a larger, more global context. Classic and modern texts are used. Prerequisites: BUS 231, ACCT 210, and junior standing.

### 315 Business Simulation. May Term (3).

Turns the classroom into an organization whose product is learning. By organizing the class into departments, students take on the responsibility of learning, applying, and teaching fellow students various concepts of management and organizational behavior.



Prerequisites: BUS 310 or permission. Offered as needed. NU and EV only.

### **320 Leadership. Fall (4).**

Reflects the growing interest in leadership and the leadership process. Students explore the topic from multiple perspectives. Theory and myths are confronted as students search for their own path and assess their own unique styles. Students will also conduct original research including posing and testing hypotheses. Prerequisites: BUS 310 or permission. Offered in alternate years. NU and EV only.

### **321 Dispute Resolution I. Fall (4) or May Term (3).**

Studies alternative methods of resolving disputes, including negotiation, mediation, and arbitration. Resolving disputes through the courts is costly and time consuming. Organizations often view these non-judicial methods as better paths. The course includes training to be an advocate or mediator and simulations. Prerequisite: junior standing or permission. NU and EV only.

### **330 Business in Film. May Term (3).**

Students will embark on a guided journey of discovery that examines our perceptions of work, organizations, and cultures as influenced by film. Student will draw upon secondary research as well as class discussion to critically analyze the content and messages of the film. Prerequisites: BUS 126. NU and EV only.

### **333 Consumer Behavior. Fall (4), Spring (4).**

Exploration of the behavior of consumers and buyer behavior in general, stressing individual issues, social/cultural influences, decision-making processes, and related market research. Prerequisites: BUS 231 and a department-approved statistics course. Not regularly offered.

### **334 Social Entrepreneurship. Fall (4) or Spring (4).**

Validated modern business principles are used to address problems of poverty.

Indigenously-managed, self-sustaining micro-lending and enterprise programs are the focus of this course on building social capital. Prerequisites: ECON 250, ACCT 210 and BUS 231; or permission. NU and EV only.

### **335 Global Marketing. Fall (4) or Spring (4) or May Term (3).**

Covers issues faced by companies in marketing products or services beyond their home-country boundaries. The course emphasizes sensitivity to cultural, political, and infrastructure issues. Areas examined include adapting products or services to fit demand, distribution, advertising, and quality control. Prerequisites: BUS 231 and BUS 336 or permission. Offered as needed. NU and EV only.

### **336 International Business. Fall (4), Spring (4).**

Examines the relationship of world, regional, and national institutions and cultures to businesses operating within their environments. The major trading blocs of NAFTA and the European Union are studied, as well as the nature of trade and business with and within China, Japan, Mexico, and the European Union. Prerequisites: Junior standing or permission.

### **353 Managerial Finance. Fall (4), Spring (4).**

Study of financial planning and analysis, taxation, capital budgeting, risk and cost of capital, cash flow analysis, management of working capital and long-term funds, dividend policy and valuation. Prerequisites: ACCT 220, ECON 250, 251, and a department-approved statistics course.

### **354 Investments and Corporate Finance. (4).**

Security valuation, investment timing, analysis of stocks and bonds, and portfolio management. Emphasis on fundamental analysis of investment expenditures and capital budgeting of industries and firms. Prerequisite: BUS 353 or permission.

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## **369 Special Topics in Business.**

**Fall (2–4) or Spring (2–4) or  
May Term (2–3).**

Reflection of various issues and trends in business. Topics may vary from offering to offering. Prerequisite: permission. May be repeated for degree credit given a different topic.

## **414 Ethical Dilemmas in Management. Spring (4).**

Exploration of historical and contemporary business dilemmas. Students will analyze workplace situations using a behavioral approach to identify the causes, alternatives, and avenues for averting future dilemmas. By understanding behaviors, graduates will have the potential to create and influence ethical workplaces. Prerequisites: BUS 310. NU and EV only.

## **416 The Regulatory Environment of Business. Fall (4) or Spring (4) or May Term (3).**

Administrative law: the rules, regulations, procedures, orders and decisions created by federal administrative agencies. Consideration of the Administrative Procedure Act, judicial review, and constitutional framework. Prerequisites: BUS 240 and junior standing, or permission. Not regularly offered.

## **442 Theories of Organization. Fall (4), Spring (4).**

Theories of organization, design of organizations, and organizational phenomena and their effects on management and society. Examination of micro and macro concepts and underlying research. Prerequisites: BUS 310, senior standing, or permission.

## **444 Organizational Change: Non-Profit Initiatives. Fall (4).**

Organizations seek lasting and meaningful change—none more than non-profits, many of whose existence revolves around social change. This course focuses on non-profit change initiatives, both currently underway and by student directive. Social responsibility issues may include global warming,

AIDS, poverty, world hunger or environmental concerns. Offered in alternate years. NU and EV only.

## **446 Human Resource Management. Fall (4), Spring (4).**

Issues in work-force management including staffing, employment equity, performance appraisal, compensation, employee benefits, training, and development. Prerequisites: BUS 240, 310, senior standing, or permission. NU and EV only.

## **450 The European Union. Fall (4) or Spring (4).**

Focuses on European institutions and the conduct of business within the Union, beginning with the 1991 Maastricht Treaty. The impact of anti-trust policy and trade relations with the United States is followed closely. Prerequisites: junior standing or permission. Offered every year. NU and EV only.

## **451 Government and Business in China. Fall (4) or Spring (4).**

Examines the evolution of economic and political reforms beginning with the rise of Deng Xiaoping in 1976. Hong Kong's integration, relationship with Taiwan, rise of Shanghai, State Owned Enterprises, and foreign direct investment are considered in the context of foreign corporations conducting business in China. Prerequisites: junior standing or permission. NU and EV only.

## **452 Japanese Corporations and Global Business. Fall (4) or Spring (4).**

Covers operating styles in the management of Japanese firms, the relationship of major Japanese corporations to the Government of Japan, and the direct investment of Japanese firms in both developed and developing nations. Prerequisites: junior NU and EV only.

## **457 Strategic Issues in Global Business. Spring (4).**

Selected current topics and their impact on business operations are explored in depth. This course emphasizes the need for busi-

nesses to closely monitor and develop both an understanding and sensitivity to major social, cultural, environmental, and political issues. Prerequisites: senior standing, global business major or permission. NU and EV only.

## **459 Business Policy and Strategy. Spring (4).**

Capstone course requiring students to integrate their knowledge of finance, law, accounting, and organizational and behavioral studies, and apply these topics to the development of business strategies in national and global contexts. Prerequisites: BUS 240 and 353.

## **469 Advanced Topics in Business.**

### **Fall (2–4), Spring (2–4), May Term (2-3).**

Designed to reflect curriculum trends and issues. Continuation of select upper-division courses allowing students to pursue topics in business and accounting beyond one semester. Prerequisites: junior standing and permission. May be repeated for degree credit, given a different topic, for up to 4 credits. Offered as needed. NU only.

## **489 Business Administration Internship. Fall (1–3), Spring (1–3), May Term (1-3).**

Internship and academic work under faculty direction. Prerequisite: junior or senior standing.

# Chemistry

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## THE FACULTY

J. Henry Acquaye

Curtis Keedy

Teresa L. Longin

Barbara Murray

David P. Schrum

Scott Serafin

David P. Soulsby

Debra L. Van Engelen

Daniel B. Wacks

## THE MAJORS

### Bachelor of Science Requirements

CHEM 131–132

CHEM 231–232

CHEM 330; 331; 332; 333; 432; 445

One additional course numbered above 300

Completion of a research project (at least 3 credits of CHEM 378, 1 credit of CHEM 478)

Students must register for at least 1 credit of research during the May Term of their junior year.

Four semesters of chemistry seminar, CHEM 394, and a satisfactory thesis.

During the senior year, each major must take the major field examination for chemistry. To fulfill this requirement, students must take either CHEM 477 or CHEM 478.

### Related Field Requirements

MATH 119 or 121, MATH122 (MATH 221 and 235 or 241 are recommended.)

PHYS 220–221 (or PHYS 231-232. PHYS 233 is recommended.)

## THE ACS-APPROVED MAJOR

The Chemistry Department is accredited by the American Chemical Society (ACS). To be certified as having met the requirements for professional training in chemistry established by the Committee for Professional Training of the ACS, a student must complete the following courses in addition to completing the Bachelor of Science requirements and related field requirements described above:

both CHEM 431 and 432, CHEM 320, and one additional course numbered above 300 (CHEM 345, 425, or 460). Related area requirements: MATH 119 or 121, MATH 122, 221, and 235 or 241 (311 is recommended); PHYS 231, 232, and 233 or 220-221 (258 is recommended); CS 110 is recommended.

## Program in Biochemistry and Molecular Biology

Please see the Biochemistry and Molecular Biology section of this *Catalog*.

## Teaching Credential Subject Matter Program in Chemistry

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for the examinations is a B.S. in chemistry or another science. Students must meet with the director of the Center for Science and Mathematics and an advisor in the School of Education for information concerning certification and the teacher education preparation program. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for more details.

## THE MINOR

To earn a minor in chemistry students must complete the following courses:

CHEM 131–132

CHEM 231–232

At least two other courses (totaling at least 6 credits) chosen from the following:

CHEM 301, 320, 330, 331, 332, 333, 345, 425, 431, 432, 445, or 378 (up to 4 credits).

## Advanced Placement in Chemistry

Students who receive a score of four or higher on the Advanced Placement Test may be offered credit for CHEM 131 on the approval of the Chair.

## Study Abroad

Studying chemistry in another country gives a student the opportunity to experience

different scientific and cultural viewpoints, as well as providing exposure to a different style of education. It can be a valuable experience, one that develops maturity and greater independence. Most international programs require junior standing and at least a 3.00 GPA. Careful advanced planning is necessary to integrate chemistry courses taken abroad with those taken at Redlands. Consult an academic advisor in the Chemistry Department and contact the Office of Special College Programs for advice and information.

## Departmental Honors

Every chemistry major must undertake a research project and complete a senior thesis. The Chemistry Department seeks to recognize academic excellence and outstanding achievement in undergraduate research by encouraging chemistry majors with strong academic records to present their senior thesis work for honors in chemistry.

To apply for honors, a student must have a minimum GPA of 3.45 (cumulative or in chemistry), complete a written thesis, and pass an oral examination on the thesis.

## Research in the Chemistry Department

The faculty of the Chemistry Department pursue research on a wide variety of projects. Students may choose to conduct research on computational chemistry, synthetic organic chemistry of natural products, synthesis and methodology developments, inorganic chemistry, the physical chemistry of membrane transport processes, development of analytical techniques using capillary electrophoresis, separation and ultratrace detection of biologically active molecules, and the control of microbial carbon metabolism.

## COURSE DESCRIPTIONS (CHEM)

### 101 Mother Earth Chemistry. Fall (4), Spring (4), May Term (3).

Designed for anyone interested in learning the chemistry and practice of simple arts like winemaking, beer brewing, cloth dyeing, and the making of soap, cheese,

yogurt, and high protein foods derived from soybeans (such as tofu and tempeh). Emphasis on learning by doing. No background in chemistry is required; recommended for non-science majors. Offered as needed.

### 102 Environmental Chemistry. Fall (3), Spring (3).

Introductory course for students wishing to explore the sciences or needing preparation for General Chemistry. Topics in chemistry relevant to the environment, such as energy needs, pollution, pesticides, and polymers, will be discussed. Three hours lecture. No background in chemistry is required; recommended for non-science majors. NU only.

### 103 Chemistry of Art. May Term (3).

For students interested in exploring the link between chemistry and art. Students investigate topics such as color, light, the photochemistry of photography and fading, the physical and chemical properties of metals and alloys, natural and synthetic dyes, clays, ceramics, authentication of works of art, and conservation of art. Three hours lecture and laboratory. No background in chemistry is required; recommended for non-majors. Offered as needed. EV or NU only.

### 104 Whodunnit! A Course in Forensic Science. Fall, (4), Spring (4), or May Term (3).

A course in forensic science intended to introduce the student to the role science plays in the criminal investigation process and the criminal justice system. This course will present the techniques, skills, and limitations of the modern crime laboratory for students with no background in the sciences. Offered as needed. EV and NU only.

### 106 Topics in Science and Society. Fall (3), Spring (3), May Term (3).

Study of the nature of scientific investigation and its relationship to societal and individual needs. Specific scientific discoveries, philosophies, and moral theories are discussed. Examination of the interactions of the scientific world communities, through the

# Chemistry

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analysis of current controversial areas of research and technology.

## **107 Food: Science for Eaters. Fall (4).**

Investigation of foods and the chemistry behind them. Students interested in food engineering, nutrition, as well as the science of cooking will be able to explore the links between molecular structure, interactions, and the way our food looks, tastes and feels. How different cultures have developed different techniques for preserving, processing, and approaching food will also be looked at. Recommended for non-majors. Prerequisite: Good math skills. Offered as needed. EV and NU only.

## **131–132 General Chemistry. Fall (4), Spring (4).**

Introduction to chemical stoichiometry and modern views of the properties, structure, and reactivity of atoms and molecules. The first semester emphasis is on the study of chemical principles in relationship to the world around us. The second semester emphasis is on group learning in a project-oriented laboratory. Laboratory work includes qualitative and quantitative analysis. Fall: four hours lecture and recitation, three hours laboratory. Spring: seven hours laboratory and group learning. Prerequisites for CHEM 131: high school algebra and trigonometry. Prerequisite for CHEM 132: CHEM 131 or permission. Required for students majoring in biology, chemistry, or physics.

## **231–232 Organic Chemistry. Fall (4), Spring (4).**

The chemistry of carbon-containing compounds; their structure, nomenclature, physical properties, spectroscopy (IR, GC-MS, NMR), stereochemistry, chemical reactivities, mechanisms of reaction, and synthesis. Four hours lecture, three hours laboratory. Prerequisite: CHEM 132. Prerequisite for CHEM 232 is CHEM 231.

## **301 Quantitative Chemistry and Analysis. Spring (4).**

Equilibrium, oxidation-reduction, acid-base chemistry specifically designed with applica-

tions in biology, clinical chemistry, or environmental analysis. Laboratory experience covers sample preparation, titrations, statistical analysis, and an overview of instrumental methods used in these applied fields including molecular UV/Vis and atomic absorbance spectroscopy, fluorometry, ion electrodes, gas and liquid chromatography, and electrophoresis. Prerequisite: CHEM 132 and college algebra, or equivalent. Offered as needed. NU only.

## **320 Biochemistry. Fall (4).**

Study of the structure and function of biological molecules (including proteins, nucleic acids, carbohydrates, and lipids), enzymes, and metabolic pathways. Four hours lecture, three hours laboratory. Prerequisite: CHEM 232.

## **330 Analytical Chemistry. Fall (4).**

Principles of analytical chemistry with emphasis on precise measurements and instrumental methods including molecular and atomic absorption spectrometry, potentiometric and electrolytic methods, separation techniques, chromatography, mass spectrometry, and other specialized instrumental techniques. Experimental design, sampling, and error reduction are studied along with statistical methods of evaluating uncertainty in laboratory results. Prerequisite: CHEM 232 and MATH 119 or MATH 121. NU or EV only.

## **331 Physical Chemistry I. Spring (3).**

Quantum chemistry and statistical thermodynamics applied to the study of the physical and chemical properties of matter. Four hours lecture and discussion. Chemistry majors and minors should take CHEM 333 concurrently. Chemistry majors with a strong interest in chemical physics may substitute PHYS 341–342 for CHEM 331 and 333. Prerequisites: CHEM 132, MATH 122, and PHYS 232 (or 221).

## **332 Physical Chemistry II. Fall (3).**

Equilibrium thermodynamics and kinetics applied to the study of the physical and chemical properties of matter. CHEM 331

need not be taken before CHEM 332. Prerequisites: CHEM 132, MATH 122, and PHYS 232 (or 221).

### **333 Spectroscopy Laboratory. Spring (1).**

Systematic study of the theory and practice of modern spectroscopic methods. Three hours laboratory. Corequisite: CHEM 331.

### **345 Advanced Biochemistry. Spring (3).**

Applications of biochemical principles to various complex metabolic pathways. Macroscopic consequences of cellular processes are examined in addition to analyses at the molecular level. Three or four hours lecture/seminar. Prerequisite: CHEM 320. Offered as needed.

### **378 Chemistry Research.**

#### **Fall (1–4), Spring (1–4), May Term (1–3).**

Chemistry majors are required to complete 3 credits for graduation. Prerequisite: written permission required. CN only.

### **394 Chemistry Seminar.**

#### **Fall (1), Spring (1).**

Required of majors during junior-year and senior-year Fall and Spring. Activities include seminars by visiting faculty, discussions of current research, and preparation for the major field exam. Juniors prepare a seminar on their proposed senior research. Seniors prepare a seminar on a topic unrelated to their research. In their final semester, seniors prepare a seminar on their research. Seniors must submit an acceptable introduction to their thesis. May be repeated for degree credit up to a maximum of 4 credits. CN only.

### **425 Advanced Organic Chemistry. Spring (3).**

Selected topics in organic chemistry including physical organic chemistry, molecular orbital theory, structural and mechanistic relationships, and computational chemistry. Four hours lecture. Prerequisites: CHEM 232, 331. Offered as needed.

### **431–432 Advanced Laboratory I–II.**

#### **Fall (2), Spring (2).**

Integrated project-oriented lab including computational chemistry, synthesis, characterization, reactivity studies, kinetics, thermodynamics and photochemistry and the use of instrumental techniques such as ion chromatography, atomic spectroscopy, UV-visible, infrared, NMR, mass spectrometry, magnetic susceptibility, and electrochemical methods. Six hours laboratory. Prerequisites: CHEM 330, 331, 333. NU only.

### **445 Advanced Inorganic Chemistry.**

#### **Spring (3).**

Focus on understanding the fundamental concepts of transition metal chemistry, the main group elements, and bioinorganic chemistry. Emphasis on bonding, structures, synthesis, and reactivity. Three hours lecture. Prerequisites: CHEM 232, 331. CHEM 331 may be taken concurrently. Offered in alternate years: 08S. NU only.

### **460 Special Topics.**

#### **Fall (1–3) or Spring (1–3) or May Term (1-3).**

Special topics in chemistry studied under the guidance of faculty (four credit hours lecture) may include the following: advanced analysis, environmental chemistry, surface science and spectroscopy, organometallic chemistry and catalysis, solid-state chemistry, polymers and surfactants in solution, colloids and macromolecules, application of molecular assembly, diffusion, or other approved topics. Prerequisite: permission. NU or EV only.

### **477 Major Field Exam. Spring (0).**

Students majoring in chemistry are required to take the major field exam in chemistry. The student's scores on the exam will be discussed in a written evaluation. Students in the Biochemistry and Molecular Biology program who are taking a biology research methods course, BIOL 403 to BIOL 460, rather than CHEM 478 must take CHEM 477. EV only.

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## **478 Senior Research and Thesis.**

### **Fall (1), Spring (1).**

This course is taken in a student's final semester. The student completes his or her research, writes a thesis on the project, and presents a seminar during Chemistry Seminar. The research mentor for the student evaluates him or her on research effort and progress, the thesis, any presentations the student has given, and the student's scores on the major field exam. Prerequisite: Written permission required, at least 2 credits of CHEM 378. EV only.



# Communicative Disorders

## THE FACULTY

Jacqueline Bauman-Waengler

Diane Garcia

Michael Groher

Lori Osborn

Julia Ferrè Shuler

Christopher N. Walker

Cynthia Wineinger

Keith Wolgemuth

## THE UNDERGRADUATE PROGRAM

### The Major

A departmental major consists of a minimum of 46 credits. The following courses are required:

CDIS 200, 204, 205, 206, 307, 308, 309, 310, 411, 412, and 495.

*Note: CDIS 100 or CDIS 108 is a prerequisite for most courses in the department.*

Students should consider the following recommended sequence:

#### **Freshman year:**

Fall, CDIS 100, CDIS 101

#### **Sophomore year:**

Fall, CDIS 200 and CDIS 205

Spring, CDIS 204 and CDIS 206

#### **Junior year:**

Fall, CDIS 307 and CDIS 309

Spring, CDIS 308 and CDIS 310

#### **Senior year:**

Fall, CDIS 411, 412

Spring, CDIS 495 (if not taken in Fall)

Modifications of this sequence to accommodate double majors, study abroad, and/or honors programs should be made in consultation with the student's academic advisor.

### Acceptance into the Major

In order to ensure that all who major in Communicative Disorders have the potential to develop the skills needed to provide services to children and adults with speech and language disorders, students are required to apply for admission into the major. Although students are not required to

declare a major until the end of the sophomore year, those planning to major in CDIS should do this as soon as possible. When students file the Declaration of Major, they will be reviewed by the departmental faculty. Adequate academic performance (grades of 2.0 or better) and interpersonal skills appropriate for clinical work will be required. Students who transfer should apply for admission to the major as soon as possible.

### Clinical Training and Internships

Participation in the clinical training phase of the major is essential for students in communicative disorders. Students who successfully complete the course sequence up to CDIS 411 are permitted to assist in the treatment of clients with communicative disorders in the University's Truesdail Center for Communicative Disorders. Most students take part in clinical training during both semesters of the senior year.

For undergraduate students, observational internships are available at off-campus clinical locations. Arrangements for these internships are made with the student's academic advisor on an individual basis. Such observation in addition to the undergraduate curriculum is highly encouraged.

### Related Areas of Study

Communicative disorders majors who plan to seek a teaching credential to work as a speech language pathologist in public schools should also complete the following coursework, which is required by the State of California Commission on Teacher Credentialing:

PSYC 220 Exceptional Child;

PSYC 335 Developmental Psychology;

PSYC 343 Educational Psychology

### Transfer Students

Transfer students with one or two years of study at another institution may complete a major in Communicative Disorders by following this recommended sequence:

### Three years remaining:

#### **Sophomore Year:**

# Communicative Disorders

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Fall, CDIS 100, 206  
Spring, CDIS 200, 204

## Junior Year:

Fall, CDIS 205, 307  
Spring, CDIS 308, 310

## Senior Year:

Fall, CDIS 309, 411, 495  
Spring, CDIS 412, 495 (if not taken in Fall)

## Two years remaining:

### Junior Year:

Fall, CDIS 100, 200, 204, 206  
Spring, CDIS 205, 307, 308, 310

### Senior Year:

Fall, CDIS 309, 411  
Spring, 412, 495

## The Minor

Students who minor in Communicative Disorders must complete a minimum of 23 credits including the following: CDIS 100, 205, 206, 307 or 308, and 412.

## Study Abroad

The department strongly encourages majors to take advantage of the opportunity to live and study abroad. Accordingly, required courses have been scheduled to allow students to spend a semester off campus. However, Communicative Disorders courses are rarely available during foreign travel, so careful planning in advance with your advisor is critical.

## Departmental Honors

A departmental honors program is available and encouraged for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the Communicative Disorders faculty. Interested students should consult with the department chair in the Fall of their junior year for information about the application procedure and requirements.

## UNDERGRADUATE COURSE DESCRIPTIONS (CDIS)

### 100 Clinical & Research Processes in the Communicative Sciences. Fall (4), Spring (4), May Term (3).

The normal processes of communication and a survey of the disorders that affect communication. The basics of evaluation and treatment, and research methods using case study methods. Guest faculty lectures in their areas of special expertise supplement course lectures.

### 101 Clinical Case Studies in Communicative Disorders. Fall (2), Spring (2).

The introductory study of the clinical process. Covers frameworks of observation, intervention approaches, and clinical documentation. The course will be taught through clinical case studies and can be repeated for up to two credits. Prerequisite: CDIS 100 or CDIS 108. NU only.

### 108 Nobody's Perfect: Understanding Disability from Within. May Term (3).

Exploration of controversial issues central to the lives of persons with communication disabilities and differences. Multiple perspectives on these issues are examined by reading autobiographical accounts, essays, and literature; observing recorded and live performances; and conversing with individuals, their families, significant others, and the professionals they encounter.

### 156 American Sign Language I. Spring (4).

Culture and language of the deaf in America. Focus on cultural values and linguistic features of American Sign Language (ASL), with exposure to other signed languages. Students learn basic conversational skills, including vocabulary and grammar forms, within the context of deaf culture. Comparative linguistics of ASL and English are covered.

## **200 Speech Transcription. Fall (2), Spring (2).**

Introduction to transcription of normal and deviant speech using the International Phonetic Alphabet (IPA). The IPA including aspects of phonetics and phonology will be applied to language and speech pathology. Clinical assessment instruments used in speech and language evaluations are also studied. Prerequisite: CDIS 100 or CDIS 108.

## **204 Speech and Hearing Science. Spring (4).**

Review of the acoustics of sound, acoustic and perceptual characteristics of speech, and research and laboratory techniques. Prerequisites: CDIS 100 or CDIS 108.

## **205 Introduction to Audiology. Fall (4), Spring (4).**

Introduction to anatomy and physiology of hearing mechanism, acoustics, methods of hearing, evaluation of children and adults, and discussion of common auditory pathologies. Meets state audiometrist requirements. Prerequisite: CDIS 100 or CDIS 108.

## **206 Functional Anatomy/Physiology of Communication. Fall (4), Spring (4).**

Functional anatomy and physiology of speech, swallow, and language mechanisms. Emphasis on how an understanding of head and neck physiology/anatomy impacts clinical diagnosis and management of communication and swallowing disorders. Prerequisite: CDIS 100 or CDIS 108.

## **256 American Sign Language II. May Term (3).**

Advanced course in American Sign Language, ASL, that builds the linguistic and cultural knowledge of ASL and Deaf Culture. Students master advanced elements of the language and explore its use as a multi-cultural tool to aid in the understanding of Deaf Culture. Prerequisite: CDIS 156.

## **307 Early Language Development & Disorders. Fall (4), Spring (4).**

This course will examine both the normal development of language in children between the ages of birth to 5 years, as well as explore issues relating to language impairment in this population. Prerequisites: CDIS 100 or CDIS 108, and CDIS 200. NU only.

## **308 School Age Through Adult Language Development & Disorders. Fall (4), Spring (4).**

Will examine specific language disorders that may affect children through adulthood. Will cover basic assessment through measurement and observational assessment. Extensive study through language sample analysis of the features of narrative and conversational discourse. Examine morphosyntactic, semantic, and pragmatic features of school-age language development. Prerequisites: CDIS 100 or CDIS 108, and CDIS 200. NU only.

## **309 Disorders of Articulation and Phonology. Spring (4).**

An overview of assessment and treatment techniques related to articulation and phonological disorders in children. Theoretical foundations and recent research will be reviewed, as well as practical applications. Students will actively engage in developing their clinical decision making skills. Prerequisites: CDIS 100 or CDIS 108, and CDIS 200.

## **310 Junior Research Seminar. Fall (4), Spring (4).**

This course is designed to introduce students to the conventions of academic writing and reading in the discipline of communicative disorders. This course will fulfill a WB requirement in the department. Prerequisite: CDIS 100 or 108, CDIS 200. NU only.

## **411 Assessment and Intervention in Communicative Disorders. Fall (4), Spring (4).**

Introduces the undergraduate clinician and familiarizes the student with principles for

# Communicative Disorders

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assessment and intervention of speech and language disorders in children and adults. Two additional hours per week are spent in the University clinic as a lab and the student becomes an apprentice to a graduate student clinician. Prerequisites: CDIS 307, 308, and 309 or permission. NU only.

## **412 Aural Rehabilitation. Spring (4).**

The study of clinical masking, electrophysiological auditory assessment, hearing aids, cochlear implants, assistive listening devices, speechreading, Deaf culture, and the assessment and intervention of children, and adults with hearing loss to improve speech and language abilities. Prerequisite: CDIS 205.

## **428 Neural Processes of Speech, Hearing, and Language. Fall (4) or Spring (4).**

Neuro-anatomy and neurophysiology related to speech, hearing, and language processes. Theories of brain function. Prerequisite: CDIS 206 or permission. Offered as needed.

## **455 Advanced Aural Rehabilitation. Fall (4), Spring (4).**

Discussion and study of the intervention and assessment techniques for children and adults with hearing loss to further develop their speech and language abilities, cochlear implants, hearing aids, and the efficacy of these technologies in communication, Deaf culture, auditory processing disorders, genetics of hearing loss and review of audiology concepts. Meets state audiometrist certification requirement. Prerequisite: CDIS 205 and 412 or equivalent.

## **464 Seminar in Communicative Disorders. Fall (4), Spring (4), May Term (3).**

Intensive study in one of the areas of communicative disorders and review of current literature. Current lists of seminar topics may be obtained through the department.

## **495 Senior Seminar. Fall (4), Spring (4).**

A senior capstone experience that allows majors to refine their abilities to question and understand the profession while conducting an in-depth study of one area of inquiry. Prerequisites: CDIS 307 and 308, or permission.

## **THE GRADUATE PROGRAM**

### **Admission**

Application for admission should be directed to the department. The application deadline for fall admission is February 1st. Applications must include:

1. A completed application form;
2. The \$40 non-refundable fee;
3. Three letters of recommendation (one from a professor, one from a clinical supervisor [or second professor]), and one "open" letter;
4. An official copy of transcript(s) from each institution attended to date (undergraduate and/or graduate work) sent directly from the institution to the department's administrative assistant.
5. An official Graduate Record Examination (GRE) score report;
6. An essay/ letter of intent (must be two pages, word-processed, and double-spaced); and
7. An official Test of English as a Foreign Language (TOEFL) score report is required of all students from countries in which English is not the primary language, with a minimum score of 550;
  - a. Foreign transcripts must be evaluated by the IERF (International Evaluation Research Foundation, Inc.) Credentials Evaluation Service, P.O. Box 66940, Los Angeles, CA 90066, U.S.A. Official verification from IERF of course equivalency must be sent directly from that institution to the Department of Communicative Disorders and must be received on or before the application deadline.
  - b. International students who are offered admission will be required to provide a certified bank statement verifying that

sufficient funds in U.S. currency are available in the student's name to cover tuition, books, insurance, and living expenses for up to one year at the current tuition rate at the time of admission.

Prospective graduate students are encouraged to visit the department. When possible (and if advance notice is given), arrangements are made for a faculty member to meet with applicants.

## Graduate Assistantships

The Department of Communicative Disorders makes available scholarships for tuition remission each semester. Applications for these scholarships are included in the admissions material. They are awarded on the basis of clinical and academic qualifications as well as financial need. Students also are encouraged to contact the Office of Financial Aid to determine their qualifications for low-interest loan programs sponsored by the University.

The department appoints graduate students to training assignments each semester. While these positions are not related to financial aid, they provide students with experience and training in extracurricular aspects of the field and are an integral part of the programs of involved students. Clinical assignments are awarded for work in clinical teaching with undergraduate students and for clinical work with specific programs such as the adult neuropathology or voice/laryngectomy programs. Teaching assignments are offered for assistance with special projects associated with graduate course work as well as for laboratory assistance in speech science, phonetics, and audiology. Assignments also are offered in a variety of support areas such as materials management, computer use, and alumni relations.

## The Master of Science

Students must work closely with their advisors to develop a program of study and a clinical practicum to suit their individual interests and satisfy the requirements for professional certification.

## Academic Requirements

A total of 48 graduate credits and satisfactory completion of the comprehensive evaluation are required. A maximum of 6 transfer credits of graduate study may be applied to the degree with the recommendation of the academic advisor. This limit applies to credits earned at other institutions as well as to those earned in other departments at the University of Redlands. Students are expected to have completed the following undergraduate courses or their equivalents prior to graduate study: CDIS 200, 204, 205, 206, 307, 308, 309, 411, and 412. Descriptions of these courses are listed in the preceding undergraduate section.

### The following courses are required for the M.S. degree:

CDIS 615, 616, 623, 629, 631, 634, 640, 641, 642, 643, 644, 645, 647, 648, 650, 652, 655, 664 (Med SLP/Autism), 683, and either 684 or 685; one seminar (either CDIS 620, 625, or 664 (Infants and Toddlers) in clinical language).

## Academic Standards

### Regular Graduate Standing

The basic requirements for Regular Graduate Standing in Communicative Disorders are as follows:

1. Graduation from an accredited college or university;
2. A minimum cumulative undergraduate GPA of at least 3.00 on a 4.0 scale;
3. Maintenance of satisfactory academic standing. See the paragraph titled, "Satisfactory Academic Standing" below.

Regular Graduate Standing is a prerequisite for acceptance to candidacy for a master's degree and is granted by the faculty of the program for which application is made.

Provisional Graduate Standing may be granted to a student for one of the following reasons: (1) application for Regular Graduate Standing is incomplete for reasons beyond the applicant's control (applicants should be cautioned that this applies in very few instances); and (2) a deci-

# Communicative Disorders

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sion on the part of program faculty to evaluate more of a student's work before recommending Regular Graduate Standing.

Provisional Graduate Standing may be granted for no more than one year of full-time enrollment. Registration is limited to a maximum of 13 graduate credits. Students must attain a minimum grade point average of 3.00 in the first year of their graduate work in order to advance to Regular Graduate Standing. At the end of any semester, the Chair of the graduate program may recommend that the student either advance to Regular Graduate Standing or be removed from the program.

Limited Graduate Standing may be granted to a student who is approved as a credential candidate in education or to applicants for full-time, non-degree study. However, for those who later seek Regular Graduate Standing, no more than 6 credits earned under Limited Graduate Standing may apply toward a degree program.

Special Graduate Standing is a category intended only for students who are taking individual courses on a part-time basis and do not intend to become candidates for a degree or credential program. However, for those who later seek Regular Graduate Standing, no more than 6 credits earned under Special Graduate Standing may apply toward a degree program.

## Satisfactory Academic Standing

A minimum GPA of 3.00 (based on a 4.0 scale) in all graduate work taken at the University of Redlands is required to qualify for a degree. A student whose cumulative grade point average is below a 3.00 at the end of any semester will be placed on probation and allowed one semester to restore the cumulative grade point average to 3.00. Any student who fails to restore his or her cumulative grade point average to a 3.00 at the end of the probationary period may be disqualified. Disqualification may also occur if a student receives one grade of 0.0 or two grades of 1.0.

Credit for a course graded below 2.0 (under the numerical grade option) cannot apply toward a graduate degree. However,

the course may be retaken with the second grade determining acceptability toward both the degree and the grade point average. The first grade will remain on the student's permanent record but will not become part of the cumulative grade point average.

## Auditing

A full-time student may audit a maximum of one course during the Fall or Spring semester without an additional fee. Students who register for less than a full load will be required to pay the usual fee for any audited course. No student may audit a course without the instructor's consent.

## Clinical Requirements

Graduate study in Communicative Disorders requires a significant commitment of time to clinical practicum. Students are expected to be available approximately ten hours each week for practicum in the Truesdail Center for Communicative Disorders; this is in addition to the clinical work associated with certain courses. Students must make hours available to complete the practicum required for CDIS 622, 634, 640, 641, 642, 643, 644, 645, 646, 648, 683, and 685.

A minimum of 400 hours of supervised clinical observation and clinical practicum are required for the state license and the ASHA certificate. The following qualifications apply:

1. Clinical Observation: 25 clock hours prior to beginning initial clinical practicum;
2. Clinical Practicum: 375 clock hours total with direct client/patient contact.
  - 325 clock hours at graduate level,
  - 50 clock hours in each of three types of clinical settings;
3. a minimum of 50 hours must be completed in the Truesdail Center for Communicative Disorders before a student may apply for practicum in an off-campus facility;
4. students must arrange to have a variety of practicum experiences with people of different ages and with different disorders, as required by certifying agencies.

Students who are identified by faculty as having difficulty meeting the standards of

professionalism or competence in skills required for clinical practicum will be placed on Clinical Contract for one semester. During this period a contract will be written for improvement, and progress will be monitored by a subcommittee of the faculty. At the end of the semester, the entire department faculty will hear the recommendation of the subcommittee and either recommend termination from the graduate program, placement on Provisional Graduate Standing, or reinstatement of the student as a clinician in good standing.

## Comprehensive Evaluation

Successful completion of a departmental Comprehensive Evaluation is required of all candidates for the master's degree in the final semester of their program. This may take the form of a Thesis, a Portfolio, or a Written Response to a clinical research question. Further information about each of these options is available from the department.

## Praxis Exam Verification

To complete a degree, students must submit evidence of having taken the ASHA exam in the Praxis Series within the semester the degree is to be completed. Evidence may be a receipt or a copy of the entrance ticket for the exam.

## Speech Language Pathology Services Credential

To be employed as a speech-language specialist in the public schools, one must hold this credential. The minimum requirements are:

1. A Master's Degree.
2. Successful completion of the CBEST and Praxis.
3. Recommendation from the Department.

CDIS 647 and CDIS 685 must also be completed. Additionally, competency in all coursework required for the Master's Degree must be demonstrated by successful completion of courses or by experience as judged by the faculty.

In addition, courses in educational psychology, the psychology of exceptional

children, and developmental psychology are required. Students must accrue 300 hours of clinical practicum: 200 of these must be with children, and 100 must be in a public school program. The California Basic Educational Skills Test (CBEST) examination, if not completed during the undergraduate program, should be taken during the first semester of graduate work.

Credential candidates may take additional courses to add a Special Class Authorization to their credential. This allows them to teach children with language disorders in special day classes. The additional coursework consists of CDIS 622, 624, and a course in reading, mathematics, and writing curricula used in regular classrooms. Students also must complete 100 hours of directed teaching in a public school class for severe language handicapped children.

## The Certificate of Registration as School Audiometrist

The holder of this certificate is permitted to conduct hearing tests in public schools. Students must take CDIS 205 and 455 and apply for the certificate.

## GRADUATE STUDY COURSE DESCRIPTIONS (CDIS)

### 615 Neuropathologies of Speech, Language and Cognition. Fall (3).

Discusses the neuroanatomic and neurophysiologic basis of the most common type of communicative disorders secondary to nervous system disease. The clinical, historical, psychometric, and laboratory findings to establish the differential diagnosis among disorders of cognition, language, and speech will be emphasized as well as basic treatment and management approaches for those seen in the acute medical setting. Prerequisite: CDIS 616.

### 616 Neuropathologies of Language. Fall (3).

Review of normal neurology and etiologies that result in neuropathologies. Coursework on neuropathologies that involve disruption

# Communicative Disorders

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of cognitive and language function. Evaluation and treatment of aphasia, cognitive and language disorders resulting from right-hemisphere lesions, traumatic brain injury, and dementia.

## **620 Seminar in Language Pathology. Fall (3).**

Extensive reading of the current literature in language disorders of children and adults. Topics include dealing with absence of, or interruptions in, normal language development with respect to etiology and/or symptomatology and examination of research findings in evaluation and remediation of language disorders. Current related professional issues are also discussed. Prerequisites: CDIS 307, 308, or permission.

## **622 Theory and Practice in Clinical Evaluation: Language and Learning Disorders. Spring (3).**

Advanced problems in formal and informal assessment of language pathology and learning disabilities; practicum at the center is required, including staffing, report writing, parent conferences, and remedial planning. An interdisciplinary approach is taken. Prerequisite: CDIS 623 or permission.

## **623 Assessment of Language Disorders in Children. Fall (3).**

Survey of tests applied to language-disordered children; analysis of test content, diagnostic patterns, relationship between history, observation, and psychometrics; content of complete communication evaluation; relationship between linguistic and other cognitive abilities. Prerequisites: CDIS 200, 307, 308, or permission.

## **624 Educational Considerations for Children with Language and Learning Disabilities. Spring (3).**

Study of language and learning disabilities: their identification, educational principles and procedures, diagnostic patterns, and educational management. Prerequisites: CDIS 358, 623, or permission.

## **625 Language, Culture, and Cognition. Fall (3), Spring (3), May Term (3).**

How language and thought interact and are affected by culture. Study of topics across languages, modes of thought, and cultures, such as parent-child interaction, literacy, cognitive development, and narrative. Prerequisite: CDIS 623. Offered as needed.

## **626 Seminar in Articulation and Phonology. Spring (3).**

Theories of phonological acquisition and the nature of disordered phonological development. Differential diagnosis and intervention for speech sound disorders in diverse populations. Prerequisites: CDIS 200 and 309, or permission.

## **627 Issues in Cultural and Linguistic Diversity. Fall (3), Spring (3), or May Term (3).**

An examination of the cultural assumptions that underlie clinical practice in Communicative Disorders. Students will learn culturally responsive approaches to assessment and intervention such as ethnographic interviewing, dynamic assessment, and mediated learning and strategies for working with individuals from diverse language communities. Offered as needed.

## **628 Neural Processes of Speech, Hearing, and Language. Fall (3).**

Neuroanatomy and neurophysiology related to speech, hearing, and language processes. Theories of brain function. Prerequisite: CDIS 206 or permission. Offered as needed.

## **629 Disorders of Fluency. Fall (3).**

Theories, etiologies, assessment, and rehabilitative techniques for disorders of fluency with special emphasis on the behavioral and emotional management of children and adults; practicum at the Center is required, including diagnostic evaluation, treatment planning, report writing, and counseling of clients and family members.



## **630 Seminar in Speech Pathology.**

### **Fall (3) or Spring (3).**

Reading and discussion of the literature with respect to theoretical and clinical issues in speech pathology; interpersonal considerations for remediation. Offered as needed.

## **631 Disorders of Voice. Fall (3).**

Structure, function, and capabilities of the normal voice; etiologies, assessment strategies, and rehabilitative techniques of the disordered voice; problems of laryngeal cancer and subsequent voice restoration alternatives.

## **634 Theory and Practice in Clinical Evaluation: Speech and Language Pathology. Fall (3), Spring (3).**

Advanced problems in formal and informal assessment in speech and language pathology. Weekly practicum experience is required: preplanning, report writing, parent conferencing, home and school visits, and remedial planning. Extensive interaction with related professionals. Prerequisite: CDIS 623.

## **635 Seminar in Disfluency. Spring (3).**

Reading and discussion of literature concerning identification and development of disfluency behavior in children and adults. Theoretical, clinical, and experimental approaches to the management of disfluency. Prerequisites: CDIS 100, 206, 629, or permission. Offered as needed.

## **640 Adult Neurogenic Clinic. Fall (0-1), Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management procedures for the adult neurogenic population. This is required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Center. Prerequisite: CDIS 411 or equivalent.

## **641 Childhood Speech Disorders Clinic. Fall (0-1), Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management proce-

dures for the child motor speech disorders population. This is required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Center. Prerequisite: CDIS 411 or equivalent.

## **642 Autism Spectrum Disorders Clinic. Fall (0-1), Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management procedures for the autism spectrum disorders population. This is required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Center. Prerequisite: CDIS 411 or equivalent.

## **643 School-Aged Language Clinic. Fall (0-1), Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management procedures for the school-aged language population. This is required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Center. Prerequisite: CDIS 411 or equivalent.

## **644 Early Language Clinic. Fall (0-1), Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management procedures for the early language population. This is required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Center. Prerequisite: CDIS 411 or equivalent.

## **645 Fluency Disorders Clinic. Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management procedures for the disorders of fluency population. Completed coursework in the area of the fluency is required. This is required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail

# Communicative Disorders

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Center. Prerequisite: CDIS 411, concurrent or completed CDIS 629, or equivalent.

## **646 Voice Disorders Clinic. Fall (0-1), Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management procedures for the disorders of voice population. Concurrent or completed coursework in the area of voice disorders is required. This is an elective Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Center. Prerequisite: CDIS 411 or equivalent.

## **647 Professional Methodologies and Concerns. Spring (3).**

Role of speech/language pathologist in public education and other professional settings, referral procedures, IEP writing, state and federal legislation, utilization of assistants, case selection and scheduling, application procedures for credentialing and licensing, and paraprofessional and interprofessional relationships. Taken concurrently with CDIS 685.

## **648 Aural Rehabilitation Clinic. Fall (0-1), Spring (0-1).**

Clinical practicum with staffing discussion of principles, methods, and management procedures for the aural rehabilitation population. Concurrent or completed coursework in the area of aural rehabilitation is required. This is required Specialty Clinic. Enrollment requires a weekly staffing meeting and assignment of a minimum of one client in the Truesdail Center. Prerequisite: CDIS 411, concurrent or completed CDIS 629, or equivalent.

## **650 Counseling Issues in Communicative Disorders. Fall (3).**

Interacting across personal and cultural differences, principles and practices in interviewing parents and spouses, responding to the emotional needs of others, the effects of disability on family systems, professional collaboration, and working with others to

effect changes in attitude and action. Prerequisite: CDIS 411.

## **652 Research and Experimental Design. Fall (3).**

Research theory and design with special application to the areas of disordered communication and swallowing. Special emphasis on the role of using evidence to support clinical care. Skills in developing critical analysis of the research literature will be emphasized. The role of various experimental designs as they relate to the study question. Prerequisite: one statistics course preferred.

## **655 Advanced Aural Rehabilitation. Fall (3), Spring (3).**

Discussion and study of the intervention and assessment techniques for children and adults with hearing loss to further develop their speech and language abilities, cochlear implants, hearing aids and the efficacy of these technologies in communication, Deaf culture, auditory processing disorders, genetics of hearing loss and review of audiology concepts. Meets state audiometrist certification requirements. Prerequisite: CDIS 205 and 412 or equivalent.

## **664 Seminar in Communicative Disorders. Fall (3), Spring (3), May Term (3).**

Intensive study in one of the areas of communicative disorders. Review of current literature. Current lists of seminars may be obtained through the department.

## **683 Theory and Practice in Clinical Problems: Speech, Language, and Hearing. Fall (3), Spring (3), Summer (3).**

Internship practicum at off-campus sites. A minimum of 4 days per week over 10 weeks on-site is required. Prerequisites: fifty hours of clinical practicum at the Truesdail Center, CDIS 634, and department approval. CDIS 631, 638, and 639 are strongly recommended.

**684 Advanced Theory and Practice in Clinical Problems: Speech, Language, and Hearing. Fall (3), Spring (3), Summer (3).**

Advanced internship practicum at off-campus sites. A minimum of 4 days per week over 10 weeks on-site is required. Prerequisites: CDIS 683 and department approval.

**685 Student Teaching: Speech and Language. Spring (3).**

Student teaching practicum in the public schools. Taken concurrently with CDIS 647. Prerequisites: 125 hours of clinical practicum or permission. CN only.

**698 Thesis. Fall (3–6), Spring (3–6), May Term (3–6).**

# Computer Science

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## THE FACULTY

Pani Chakrapani  
Patricia Cornez  
Paul McQuesten

## THE MAJOR

### The Bachelor of Science Major

Students majoring in computer science must complete the following requirements:

- 32 credits consisting of: CS 110, 111, 220, 230, 240, 340, 341, 450;
- 8 additional credits from the following: CS 208, 213, 221, 222, 260\*, 320, 330, 331, 360\*, 460\*.  
Related Field Requirements
- 24 credits consisting of MATH 111, 121, 201, and 231 or higher; PHYS 220–221 or 231–232.

*\*with departmental approval*

## THE MINOR

Students minoring in computer science must complete the following requirements:

- CS 110,
- CS 111,
- 16 additional credits from computer science offerings,
- MATH 101, and
- MATH 111.

## Advanced Placement in Computer Science

Students who receive a score of three or four will receive 4 credits and credit for CS 110. Those who receive a score of five will receive 8 credits and credit for CS 110 and 111.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the computer science faculty. Interested students should consult with a computer science faculty member for information about the application procedure and requirements.

## COURSE DESCRIPTIONS (CS)

### 101 Introduction to Computers (PC). Fall (4), Spring (4).

Designed to make students computer literate. Non-technical introduction to computers with particular focus on micro-computers and how they work. Students are introduced to the Windows operating system, word processing, spreadsheets, graphics programs, databases, programming, and ethical issues in computer use.

### 102 Introduction to Computers for Educators. Fall (4), Spring (4).

Essentially the same as CS 101, but with topics such as evaluation of software for classroom use; designed to meet state requirements for those seeking a California teaching credential. Offered as needed.

### 103 Introduction to Multimedia. Fall (4), Spring (4).

Introduction to interactive multimedia design and elements of interface design. Development of skills in creating interactive projects using animation, graphics, sound, virtual reality, and basic object-oriented programming to facilitate navigation. Offered as needed. NU only.

### 110 Introduction to Programming Using C++. Fall (4), Spring (4).

Introduction to problem-solving methods and algorithm development through the use of computer programming in the C++ language. Emphasis on data and algorithm representation. Topics include declarations, arrays, strings, structs, unions, expressions, statements, functions, and input/output processing.

### 111 Data, File Structures, and OOP. Spring (4).

Advanced topics concerning data and algorithm representation using C++. Topics include stacks and recursion, dynamic memory, pointers, linked lists, queues, trees, searching, sorting, and object-

oriented programming and classes. Prerequisite: CS 110.

### **208 Java Programming. Fall (4) or Spring (4) or May Term (3).**

Exploration of the Java language for students familiar with object-oriented programming. Topics include multimedia programming, threads, exception handling, and network communications. Prerequisite: CS 111. Offered as needed.

### **220 Architecture and Assembly. Fall (4).**

Introduction to the architecture of a computer system and its machine and assembly languages. Topics include instruction set, memory management, I/O interface, and assembly language. Prerequisite: CS 111.

### **221 Exploring Visual Basic. Fall (4) or Spring (2).**

Basic principles of problem solving and algorithm development are studied. Various statements of the programming language Visual Basic will be presented and used in this context. A fairly rapid pace of coverage will occur in this course, as this is not the first course in programming; complex and demanding assignments will form part of the coursework. Prerequisite: CS 111. Offered as needed.

### **222 Programming for the World Wide Web. Fall (4) or Spring (4).**

The usage of languages like HTML, JavaScript, and XML will form the core of this course. Syntax and semantics of HTML and XML that enable creation of web pages with a variety of textual and graphical information units will be studied in depth. Client-server programming and Windows applications will also be covered. Prerequisite: CS 111. Offered as needed.

### **223 Multimedia Design and Game Programming. Spring (4).**

This course experiments with programming concepts and techniques used in interactive visual environments, such as games. Students will explore strategies for solving recursive backtrack problems, design intelli-

gent animations, and deconstruct physical worlds. Students will produce interactive projects, incorporating graphics, text, video, audio, and object-oriented programming, using multimedia industry standard authoring software. Prerequisite: CS 111. Offered as needed. NU only.

### **230 Operating Systems. Fall (4).**

Introduction to principles of operating systems. Topics include processes (sequential and concurrent), tasks, task management, processor scheduling, memory management, file handling, device management, command languages, interrupts, I/O, and security. Prerequisite: CS 220.

### **240 Theory of Computation. Spring (4).**

Students of computer science are introduced to the need for and construction of mathematical proofs. The concepts, notations, and techniques of the theories of automata, formal languages, and Turing machines are studied to understand the capabilities and limitations of computers. Prerequisites: CS 111, MATH 121.

### **260, 360, 460 Topics in Computer Science. Spring (4).**

Features a topic of current interest in computer science not otherwise offered in the curriculum. Prerequisite: permission. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Offered as needed.

### **320 Computer Networks. Fall (4) or Spring (4).**

Introduction to computer networks, data communication concepts, network topologies, and network protocols. Topics include local-area networks, wide-area networks, switching, and routing. Although the entire OSI network model will be examined, an emphasis will be placed on the higher levels. The class also covers client-server applications and sockets. Prerequisite: CS 220. Offered as needed.

# Computer Science

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## **330 Database Management. Spring (4).**

Introduction to principles of database design and management for information systems. Discussion of file design leads to study of logical and physical database concepts relating to three models of database organization: hierarchical, network, and relational. Includes issues relating to query processing, integrity and security of data, and distributed database systems. Prerequisite: CS 111. Offered as needed.

## **331 Artificial Intelligence. Spring (4).**

Introduction to artificial intelligence designed to introduce the basic ideas about search and control strategies, heuristics, problem-solving, constraint exploitation, and logic. Rule-based systems and expert systems techniques and the process of generating intelligent behavior for computers using these information processing strategies are also discussed. Prerequisite: CS 220. Offered as needed.

## **340 Programming Languages. Spring (4).**

Introduction to programming language concepts and representatives of several different programming language techniques. Topics include data, operations, sequence control, data control, storage management, operating environment, syntax, and comparison of various programming paradigms. Prerequisite: CS 220.

## **341 Software Engineering. Fall (4).**

Introduction to the new and maturing field of software engineering. Topics include the management of expectations, computer technologies, people and their skills, time, cost, and other resources needed to create, test, and maintain a software product that meets the needs of computer users. Prerequisite: CS 230.

## **450 Computer Science Senior Project. Spring (4).**

Designed to integrate and apply knowledge previously gained to an individual project approved by the department. Prerequisite: senior standing.

## THE FACULTY

Mussaddequddin Chowdhury

Alessandro De Pinto

Rafat Fazeli

Lorenzo Garbo

Dorene Isenberg

Yang Liang

Diane Macunovich

Christopher J. Niggle

## THE B.A. AND B.S. IN ECONOMICS

The major program in economics can be designed to earn either a bachelor of science or bachelor of arts degree. All majors in economics must complete the following required courses:

- ECON 250 Principles of Microeconomics, ECON 251 Principles of Macroeconomics. Normally taken during the sophomore year. ECON 250 should be completed first.
- ECON 200 Introduction to Statistical Methods. Should be taken prior to the junior year and preferably during the sophomore year.
- Either ECON 304 Economic History or ECON 307 History of Economic Thought
- ECON 350 Intermediate Microeconomics, ECON 351 Intermediate Macroeconomics. Should be taken during the junior year in numerical sequence.
- ECON 465 or 466-7 Senior Seminar in Economics. Taken during the final semester of the senior year.

In addition to these seven required courses, candidates for the **B.A. degree** must also complete first-semester calculus MATH 121, or the math sequence MATH 118-119, (either earned by successful completion of such courses, or by math placement in MATH 122 or higher) and at least four elective economics courses numbered 300 or above totalling at least 12 credits. BUS 353 Managerial Finance and HIST 345 Business and Entrepreneurship in Historical

Perspective may be accepted as economics electives with permission of the department.

Candidates for the B.S. degree must complete, in addition to the seven required major courses, five other economics courses including ECON 300 Introduction to Econometrics and ECON 301 Mathematical Economics, and three additional elective economics courses. Because the **B.S. degree** requires nine specific economics courses, careful planning by the student is necessary. Students should begin to plan their course of study with their advisor early in their career. In addition, candidates must be computer literate and complete at least 16 credits in mathematics, which must include MATH 122 and at least one of the math courses listed below:

MATH 231 Introduction to Modeling  
MATH 233 Introduction to Operations  
Research  
MATH 235 Differential Equations  
MATH 241 Linear Algebra

The candidate may select any three economics electives to complete the degree requirements. If appropriate, a student may be allowed to substitute a mathematics course for one of the economics electives with departmental approval.

All economics majors are urged to complement their studies in economics with courses in computer science, government, history, mathematics, philosophy, and sociology. A minor in any of these fields is strongly recommended. ACCT 210 Principles of Financial Accounting and Reporting and PHIL 130 Reasoning and Logic are strongly recommended. The department also encourages all majors to participate in one of the University's excellent international study opportunities.

## B.S. IN FINANCIAL ECONOMICS

The major program in Financial Economics emphasizes the financial side of economics and the applicability of accounting to economics and finance. It requires twelve courses in economics, six courses in accounting, and two courses in business administration. First-semester calculus

# Economics

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MATH 121, or the math sequence MATH 118-119, (either earned by successful completion of such courses or by math placement in MATH 122 or higher) is a prerequisite for the intermediate economic theory courses.

## Required Courses

ECON 250 Principles of Microeconomics  
ECON 251 Principles of Macroeconomics  
ECON 200 Introduction to Statistical Methods  
ECON 300 Introduction to Econometrics  
ECON 323 International Finance  
ECON 333 Money, Banking, and Financial Markets  
ECON 350 Intermediate Microeconomics  
ECON 351 Intermediate Macroeconomics or  
ECON 352 Industrial Organization and Public Policy  
ECON 465 or 466-7 Senior Seminar in Economics  
Two courses chosen from:  
ECON 301 Mathematical Economics  
ECON 322 International Trade  
ECON 353 Economics of Labor  
ECON 354 Public Finance  
ECON 356 Managerial Economics

## Related field requirements:

ACCT 210 Principles of Financial Accounting  
ACCT 211 Financial Accounting Process  
ACCT 220 Principles of Managerial Accounting  
ACCT 310 Intermediate Accounting I  
ACCT 315 Advanced Managerial Accounting  
ACCT 440 Financial and Business Reporting Analysis

Two courses chosen from the following:  
BUS 353 Managerial Finance  
BUS 354 Investments and Corporate Finance  
ACCT 400 Financial Reporting Theory I  
ACCT 401 Financial Reporting Theory II  
ACCT 331 Accounting Information Systems  
ACCT 370/470 Directed Study  
or another 400-level accounting course, with permission

## THE MINOR

Students who elect a minor in economics must complete the following courses:

- ECON 200 Introduction to Statistical Methods
- ECON 250 Principles of Microeconomics, ECON 251 Principles of Macroeconomics
- ECON 350 Intermediate Microeconomics, ECON 351 Intermediate Macroeconomics
- And two additional elective courses in economics numbered 300 or above approved by the department. Either ECON 304 Economic History or ECON 307 History of Economic Thought is strongly recommended.

## Requirements

Courses taken towards the minor in Economics and the major in Economics or Financial Economics must be passed with a grade of 1.7 or higher. Calculus I (MATH 121), Introduction to Statistical Methods (ECON 200), Principles of Microeconomics (ECON 250), and Principles of Macroeconomics (ECON 251) satisfy a prerequisite for economics courses only if passed with a grade of 2.0 or higher.

## Quantitative Preparation

Students structuring their academic preparation for careers or graduate study in economics, business administration, operations research, or statistics are advised to develop their quantitative skills beyond the minimum required by the department. The B.S. degree is particularly appropriate for such students. A minor in mathematics—especially one that emphasizes calculus, statistics, linear algebra, differential equations, numerical analysis, and optimization techniques—is recommended. The requirements for a mathematics minor are specified in the Mathematics section of this Catalog. Courses in computer science are strongly encouraged.

## Advanced Placement in Economics

Students who receive a score of four or higher in microeconomics receive 4 credits



for ECON 250 Principles of Microeconomics. Students who receive a score of four or higher in macroeconomics receive 4 credits for ECON 251 Principles of Macroeconomics. The department also accepts these scores to fulfill the ECON 250 and/or 251 prerequisites for upper-division courses and to fulfill the ECON 250 and/or 251 major or minor graduation requirements.

## Departmental Honors

A departmental honors program is available for exceptionally able and well-motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the economics faculty. Interested students should consult with the department chair for information about the procedure and requirements in their junior year.

## Internships

Students are encouraged to pursue internships to complement their academic work at the University. Students may earn 3 to 14 credits for participating in internships that are closely related to their courses of study, but a maximum of 4 credits may count toward fulfilling the requirements of any of the major programs in economics; internships must be sponsored and supervised by faculty members in the department of Economics. The department of Economics maintains a list of potential internships and job opportunities on the department webpage.

## Social Science Program

Economics majors interested in careers teaching at the secondary school level are encouraged to complete, in conjunction with their studies in economics, the Social Science Program. Students should coordinate their academic planning with their advisor and the School of Education.

## COURSE DESCRIPTIONS (ECON)

### 149 Introduction to Economics.

**Fall (4), Spring (4).**

Pre-principles introduction to economics. Does not meet requirements for accounting, business administration, or economics majors. Topics covered include economic history, economic philosophy, microeconomics, and macroeconomics with an emphasis on the role of the state in the economy.

### 155 Introduction to the Economics of the Environment. Fall (4).

Introduction to the key economic theory and empirical issues related to the environment. Topics include cost-benefit analysis, property rights theory, and environmental policy instruments. Environmental issues covered include air and water pollution, global warming, deforestation, water management, and suburban sprawl. Offered in alternate years.

### 160 Topics in Economics.

**Fall (4), Spring (4), May Term (3).**

Topics of current interest in economics such as economics and environment, global economic integration, economics of sports. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Offered as needed.

### 200 Introduction to Statistical Methods.

**Fall (4), Spring (4).**

Introduction to the analysis of economic and social data. Basic tools of descriptive and inferential statistics and their application. Topics include basic probability theory, statistical inference, hypothesis testing, regression, and analysis of variance. Recommended: MATH 101.

### 250 Principles of Microeconomics.

**Fall (4), Spring (4).**

Introduction to the economic theory of market, consumer, and firm behavior. Economic models are developed and applied

# Economics

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to topics such as market performance, taxation, externalities, and public goods.

## **251 Principles of Macroeconomics.**

### **Fall (4), Spring (4).**

Introductory analysis and measurement of national income, employment, and prices. Determinants of long-run economics growth. Analysis of long-run and short-run effects of fiscal and monetary policies. Prerequisite: ECON 149 or 250.

## **300 Introduction to Econometrics.**

### **Fall (4).**

Intermediate tools of statistical analysis and use of computers to estimate and test economic models. Multicollinearity, autocorrelation, specification error, heteroscedasticity, dummy variables, lagged variables, and simultaneous equation estimation. Application and evaluation of selected examples of empirical economic research. Prerequisite: ECON 200, 350, or permission.

## **301 Mathematical Economics.**

### **Spring (4).**

Introduction to mathematical methods in economics. Fundamental modeling techniques, simple linear models and matrix algebra, comparative static analysis, basic differential calculus, and optimization procedures. Topics in micro- and macroeconomic theory are analyzed using quantitative methods. Prerequisite: ECON 350. Offered in alternate years.

## **304 Economic History. Fall (4).**

Economic, social, and political causes and consequences of the Industrial Revolution and its spread throughout Europe and Colonial America. Mercantilism and colonialism. U.S. economic history from the Revolution to the present, as interpreted with economic theory and statistical evidence. Prerequisite: ECON 250 and 251.

## **307 History of Economic Thought.**

### **Spring (4).**

Economic methodologies and doctrines throughout the evolution of the discipline. Major analytical discoveries placed in their historical perspectives. Prerequisite: ECON 250 and 251.

## **320 Comparative Economic Systems.**

### **Fall (4).**

Comparisons of market and mixed economies in terms of theory, policies, and performance. Emphasis is particularly on the economics of socialism and the transitions of planned economies in Europe and Asia to ones based on markets. Country cases are used to illustrate important cross-country differences. Prerequisites: ECON 250 and 251, or permission. Offered in alternate years.

## **321 Economic Development. Spring (4).**

Development theories grounded in the development patterns of Western and Eastern Europe, North America, Latin America, Australia, and Southeastern Asia. Issues of development and income distribution, population growth, and countries' cultural and economic openness. Comparison of development and growth theory. Prerequisite: ECON 250 and 251. Offered in alternate years.

## **322 International Trade. Fall (4).**

Theories of international trade: What are the theoretical reasons for which countries benefit from trade? Commercial policy: tariffs, quotas, voluntary export restraints, export subsidies, local content requirements, international standards' harmonization. International trade in practice: issues of free trade vs. protectionism, customs unions and free trade areas, multilateral agreements and functions of the World Trade Organization. Prerequisite: ECON 250 and 251.

## **323 International Finance. Spring (4).**

History, components, and functions of the world financial system. Balance of payment analysis. Forces and mechanisms of the

foreign currency markets. Short-run and long-run macroeconomic theories in open economy and spill-overs of domestic macroeconomic policies. Current issues on capital market globalization. Prerequisite: ECON 250 and 251. Offered in alternate years.

### **333 Money, Banking, and Financial Markets. Fall (4).**

The financial system, including the commercial banking system and the Federal Reserve, and its interaction with the nonfinancial sectors of the economy. The determinants of the money stock and volume of credit, and their influence on prices, production, and employment. Prerequisites: ECON 250, 251.

### **340 Economics of Race and Gender. Fall (4).**

The economic position of women and minorities in society. Racial and sexual discrimination, women's labor force participation, occupational segregation, domestic work, immigration of workers, and racial marginalization in market economies. Mediating influences such as education, spatial forces, and institutional and public policies. Gender/race relations in industrial/Third World countries. Prerequisite: ECON 250 and 251.

### **350 Intermediate Microeconomics. Fall (4), Spring (4).**

Theory of the household, the firm, and the market. The logic of market decision-making, resource allocation, and efficiency questions. Prerequisites: MATH 118-119 or MATH 121, ECON 250, and ECON 251.

### **351 Intermediate Macroeconomics. Fall (4), Spring (4).**

The use of theoretical tools to explain the level and changes in aggregate income, employment, and price level; classical, Keynesian, and new classical approaches; application of theory to problems of national economic policy. Prerequisite: ECON 200, 250, 251, and MATH 118-119 or MATH 121.

### **352 Industrial Organization and Public Policy. Fall (4).**

The nature of firms and the theory underlying a wide spectrum of market structures. The course focus is on behavior and interactions between firms in imperfectly competitive markets and the analysis of the strategies and methods that the firms use to compete or preserve their monopolistic positions. It also examines the social outcomes of the various strategies and actions. Prerequisite: ECON 350. Offered in alternate years.

### **353 Economics of Labor. Spring (4).**

Development and utilization of human resources: wage determination, labor force participation, employment patterns, the role of labor organizations, human capital theories, manpower policies and programs. Prerequisites: ECON 200 and 350. Offered in alternate years.

### **354 Public Finance. Spring (4).**

Expenditures: the allocative role of federal, state, and local governments; social choice; provision of public goods; the welfare state and income transfer programs; and public policy approaches to correcting diseconomies such as pollution. Revenue: tax incidence, alternative forms of taxation and their impact on efficiency, equity, and economic growth. Prerequisites: ECON 250 and 251. Offered in alternate years.

### **355 Environmental and Resource Economics. Spring (4).**

Overview of the theory and management of natural resource use. Topics include the control of air and waste pollution, solid waste management and recycling, forestry, curbing suburban sprawl, water management, and mitigation of climate change. Issues addressed from both theoretical and empirical perspectives. Prerequisites: ECON 155, or 250, or permission. ECON 251 recommended. Offered in alternate years.

# Economics

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## **356 Managerial Economics. Spring (4).**

This course combines economic theory with analytical tools, such as statistics and quantitative methods, to examine how organizations can achieve their aims most efficiently. Students learn how economists approach critical business decisions, such as product pricing and the hiring of workers. Prerequisites: ECON 200 and 350. Offered in alternate years.

## **360 Topics in Economics.**

### **Fall (4), Spring (4), May Term (3).**

Focus on various topics in economics. May satisfy an elective course requirement with departmental approval. Prerequisites: ECON 250, 251, and permission. May be repeated for degree credit once, given a different topic. Offered as needed.

## **365 Topics in Political Economy.**

### **Fall (4), Spring (4), May Term (3).**

Analyzes the interactions among various dimensions of social formations—such as the economy, the state, class structures, and ideology—with a specific emphasis on heterodox economic paradigms, which may include feminist, humanistic, institutionalist, Marxist, and post-Keynesian approaches to economic theory and policy. Prerequisites: ECON 200, 250, and 251. May be repeated for degree credit for a maximum of 8 credits, given a different topic. Not regularly offered. NU and EV only.

## **460 Advanced Topics in Economics.**

### **Fall (4), Spring (4), May Term (3).**

Continuation of a specific upper-division course in economics allowing students to pursue topics beyond one semester. Prerequisites: permission and upper-division economics course in the area covered. It may satisfy an elective course requirement with departmental approval. May be repeated for degree credit given different topics. Offered as needed.

## **465 Senior Seminar in Economics.**

### **Fall (4), Spring (4).**

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a variety of topics in a seminar setting. Open to majors only. Prerequisite: six courses in economics including ECON 350 and 351.

## **466 Senior Seminar in Economics:**

### **Part 1. Spring (2).**

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a variety of topics in a seminar setting. Open to majors only. Must be taken in sequence before ECON 467. Prerequisite: six courses in economics including ECON 350 and 351. Offered as needed. NU only.

## **467 Senior Seminar in Economics:**

### **Part 2. May Term (2).**

Independent student research on one or more economic problems. Discussion, debate, and critical analysis of a variety of topics in a seminar setting. Open to majors only. Must be taken in sequence after ECON 466. Prerequisite: six courses in economics including ECON 350 and 351. Offered as needed. NU only.

## **486 Economics Internship.**

### **Fall (3–14), Spring (3–14).**

## THE FACULTY

James Appleton  
Gene Bennett  
Joe Castino  
Robert Denham  
Margo Drallos  
Carol Ann Franklin  
Preston Hampton  
Chris Hunt  
Jose Lalas  
Richard Langford  
Suzanne Langford  
Ross Mitchell  
Marjo Mitsutomi  
Ronald Morgan  
Bobby Ojose  
Keith Osajima  
Margaret Solomon  
Gary Stiler  
Alayne Sullivan  
Ann Unterreiner

## Preliminary Teacher Credential Program

The School of Education offers both the Multiple Subject (elementary school) and Single Subject (secondary, including middle and high school) Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing (CCTC) and are aligned with SB 2042 standards and mandates. Students intending to pursue a career in teaching should consult the School of Education section of this *Catalog* to understand both the requirements and opportunities for study leading to credentials and advanced degrees in education.

## Enrollment

Undergraduates who want to begin teacher credential coursework before completing their Baccalaureate degree need to complete a separate form which requests permission

to enroll in the credential courses. Education admission counselors and the teacher education advisor in the School of Education (located in University Hall North) are available to answer questions and explain the prerequisites and request-to-enroll process. Upon approval to enroll in the teacher credential program, undergraduates may begin to take the sequence of teacher education courses required to obtain a California Preliminary Teacher Credential.

## Advising

Students interested in becoming teachers are encouraged to complete prerequisite courses for admission to the Teacher Credential Program during their undergraduate program of study and to contact the School of Education regarding their intention to pursue a teaching credential. The coursework and non-coursework requirements for admission to the Teacher Credential Program are described in the School of Education section of this *Catalog*.

The integration of teacher credential classes with undergraduate coursework is facilitated by collaborative advising between the College of Arts and Sciences and the School of Education. Students interested in cross-enrollment should discuss their plans with their faculty advisor, followed by consultation with the teacher education advisor in the School of Education. Permission of both advisors is required for cross-registration.

## Cross-registration with Arts & Sciences

Full-time School of Education students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Education offering. Classes must be at the intermediate or advanced level. Arts and Sciences add requests must be signed by the student's academic advisor and the registrar. Part-time students are subject to the same regulations applicable to full-time students.

# Education

## Program Application and Admission Requirements for the Preliminary Teacher Credential

### Application Requirements

- Completed Request-to-Enroll form
- Evidence of a 2.75 cumulative undergraduate GPA or approved petition
- Completion of Child Development course or its equivalent

### Admission Requirements

- Verification of passing CBEST
- Evidence of 50 hours of observation or work with children
- Proof of Certificate of Clearance
- Completion of Technology Competency Assessment
- Registration for one subtest of the CBEST
- Evidence of negative T.B. test results within last two years
- Two letters of recommendation from professionals

### Subject Matter Competency

All teacher credential candidates must demonstrate competency in their specific subject matter area. In the state of California, this requirement can be met by successful completion of one of the alternatives described below.

**Multiple Subject** (teaching in elementary schools) must

- 1) Pass Multiple Subject CSET (subtest I, II, III)

**Single Subject** (teaching single-content areas in middle or high schools) candidates must either:

- 1) Pass state-approved examinations (CSET) in their specific subject matter area, or
- 2) Complete a state-approved single-subject wavier program.

Before teacher credential candidates are allowed to student teach, competency in related subject matter content areas must be evidenced either by passing the CSET or by having completed at least four-fifths of an approved subject matter competency program. A student who successfully

completes a wavier program does not need to pass the state-approved subject competency examinations.

### Required Courses for Multiple Subject Teacher Credential

- EDUG 401, Educational Foundations
- EDUG 403, Multiple Subject Curriculum and Methods I (Math and Science)
- EDUG 400A, Multiple Subject Fieldwork Clinic I
- EDUG 405, Multiple Subject Literacy and Language I
- EDUG 407, Multiple Subject Curriculum and Methods II
- EDUG 400B, Multiple Subject Fieldwork Clinic II
- EDUG 409, Multiple Subject Literacy and Language II
- EDUG 452, Teaching Seminar
- EDUG 453A, Student Teaching I
- EDUG 453B, Student Teaching II

### Required Courses for Single Subject Teacher Credential

- EDUG 401, Educational Foundations
- EDUG 402, Teaching and Learning in Secondary Schools
- EDUG 400C, Single Subject Fieldwork Clinic I
- EDUG 404, Single Subject Literacy and Language
- EDUG 406, Single Subject Content Teaching
- EDUG 400D, Single Subject Fieldwork Clinic II
- EDUG 408, Single Subject Content Area Literacy
- EDUG 452, Teaching Seminar
- EDUG 453A, Student Teaching I
- EDUG 453B, Student Teaching II

## COURSE DESCRIPTIONS (EDUG)

### 120 Fieldwork in Mathematics and Science. Fall (2), Spring (2).

Examination of curriculum trends and disciplinary issues in mathematics and science as they are addressed in a public school setting. Students spend forty hours observing mathematics and science instruction in an elementary classroom and will

meet every other week with the University supervisor. CN only.

### **121 Fieldwork in Language Arts and Social Studies. Fall (2), Spring (2).**

Examination of curriculum trends and disciplinary issues in language arts and social studies as they are addressed in a public school setting. Students will spend forty hours observing language arts and social studies instruction in an elementary classroom and will meet every other week with the University supervisor. CN only.

### **150 From Classroom to Career: Personal Excursions. May Term (3).**

Provides an opportunity to spend time on the job with a professional in the area of human services. Instructor assists in making placements in areas such as schools, social work agencies, juvenile facilities, and law offices. Prerequisite: interview with instructor.

### **310 Introduction to Second Language Acquisition. (3).**

For teachers and prospective teachers seeking a teaching credential. Theories and research on language learning, language structure and use of theories and factors in first and second language development are studied. Examination of effective teaching strategies that empower teachers while teaching second language learners.

### **331 Child Development. Fall (3), Spring (3), May Term (3).**

Cognitive, social, and language development of children from birth through adolescence; various learning theories and their implications for the timing of instruction; developmental implications for teaching the whole child.

### **400A Multiple Subject Fieldwork Clinic I. Fall (1), Spring (1).**

Candidates will observe elementary classrooms, focusing specifically on the teaching of math and science. Science and math content, standards, and strategies will be explored in students' assignments and reflective reports. Candidates will also familiarize

themselves with elementary reading programs in multicultural schools as well as issues related to English Language Learners. Not open to students who have received credit for EDUC 500A. Prerequisite: EDUG 401 and permission from the School of Education. CN only.

### **400B Multiple Subject Fieldwork Clinic II. Fall (1), Spring (1).**

Candidates observe elementary classrooms, focusing specifically on the teaching of social studies, language arts, and physical education. Content area standards and teaching strategies are explored. Candidates will familiarize themselves with school-related activities and responsibilities of a professional educator. Special needs and struggling readers will be emphasized. Not open to students who have received credit for EDUC 500B. Prerequisite: EDUG 401 and permission from the School of Education. CN only.

### **400C Single Subject Fieldwork Clinic I. Fall (1), Spring (1).**

Candidates observe a wide range of courses and extra-curricular activities in middle school and/or high school classrooms, focusing specifically upon the scope of secondary teaching. Candidates familiarize themselves with content area resources and the duties of secondary teachers in California's multicultural schools, including particular issues related to English Language Learners. Not open to students who have received credit for EDUC 500C. Prerequisite: EDUG 401 and permission from the School of Education. CN only.

### **400D Single Subject Fieldwork Clinic II. Fall (1), Spring (1).**

Candidates will observe courses in their own content area in middle school and/or high school classrooms. The focus will be on understanding content area standards and effective teaching strategies, including learning to adapt lessons for students with diverse needs. Candidates will familiarize themselves with the issues related to special needs children and the resources that are

# Education

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available for them. Not open to students who have received credit for EDUC 500D. Prerequisite: EDUG 401 and permission from the School of Education. CN only.

## **401 Educational Foundations. Fall (3), Spring (3), May Term (3).**

Introduction to the field of education; its history, philosophy, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives, and current research practices. Field experiences required with observations and reflections. Not open to students who have received credit for EDUC 501. Prerequisite: permission to enroll in Teacher Credential courses from the School of Education.

## **402 Teaching and Learning in Secondary Schools. Fall (3), Spring (3).**

Introduction to adolescent development, curriculum instructional methods, assessment, and diagnostic strategies pertaining to secondary schools. Focus includes teaching and assessment methodology, including methodologies of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Field experience required. Not open to students who have received credit for EDUC 502. Prerequisite: EDUG 401 and permission from the School of Education.

## **403 Multiple Subject Curriculum and Methods I (Math and Science). Fall (3), Spring (3).**

Elementary math and science teaching strategies and curriculum. Integrates health, physical education, visual arts, and music. Teaching informed by California K-12 content standards and frameworks with a focus on assessment and ELD/SDAIE strategies. Experiences with hands-on, computer-based inquiry lesson development. Field experience required. Not open to students who have received credit for EDUC 503. Prerequisite: EDUG 401 and permission from the School of Education.

## **404 Single Subject Literacy and Language. Fall (3), Spring (3).**

Develops understanding of the theoretical frameworks and processes involved in secondary literacy instruction. Fundamentals of language-acquisition theory, including basic concepts in linguistics will be covered. Focuses on content-based literacy instruction. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Not open to students who have received credit for EDUC 504. Prerequisite: EDUG 401 and permission from the School of Education.

## **405 Multiple Subject Literacy and Language I. Fall (3), Spring (3).**

Develops understanding of theoretical frameworks and processes in elementary literacy instruction. Fundamentals of language-acquisition theory, including linguistic concepts will be covered. Focuses on emerging literacy-instruction strategies for English learners and English speakers. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Not open to students who have received credit for EDUC 505. Prerequisite: EDUG 401 and permission from the School of Education.

## **406 Single Subject Content Teaching. Fall (3), Spring (3).**

Development of methodology and strategies related to curriculum and instructional methods, assessment, and diagnostic strategies, pertaining to the content areas in secondary schools. Focus includes teaching and assessment methodology, including advanced teaching methodology Cognitive Academic Language Learning Approach (CALLA). Field experience required. Not open to students who have received credit for EDUC 506. Prerequisite: EDUG 401 and permission from the School of Education.



## **407 Multiple Subject Curriculum and Methods II. Fall (3), Spring (3).**

Elements of curriculum design, assessment, and classroom management. Emphasis on the integration of language arts, social studies, physical education, performing arts, and health with math and science. Includes content standards, frameworks, and ELD/SDAIE strategies. Field experience required. Not open to students who have received credit for EDUC 507. Prerequisite: EDUG 401 and permission from the School of Education.

## **408 Single Subject Content Area Literacy. Fall (3), and Spring (3).**

Develops understanding of theoretical frameworks and processes in secondary-literacy instruction. Focuses on literacy development in the content areas. Candidates develop strategies to promote the reading-writing connection. Discussion focuses on explicit strategies and methods for guiding and developing the content-based reading and writing abilities of all students. Field experience required. Not open to students who have received credit for EDUC 508. Prerequisite: EDUG 401 and permission from the School of Education.

## **409 Multiple Subject Literacy and Language II. Fall (3), Spring (3).**

Enhances understanding of the theoretical frameworks and processes involved in elementary-literacy instruction. Focuses on effective practices to promote literacy skills among students of diverse cultures, languages, gender, ethnicity, and children with special needs. Introduces elementary curriculum, and addresses early diagnostic and intervention techniques. Not open to students who have received credit for EDUC 509. Prerequisite: EDUG 401 and permission from the School of Education.

## **452 Teaching Seminar. Fall (3), Spring (3).**

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a

summary of course and fieldwork experience. Provides time for candidates to link theory to daily practice and prepares them for seeking a position in a school district. Not open to students who have received credit for EDUC 552. Prerequisite: permission from the School of Education.

## **453A Student Teaching I. Fall (5), Spring (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences. EDUG 453A must be scheduled concurrently with EDUG 452 Teaching Seminar. Not open to students who have received credit for EDUC 553A. Prerequisite: permission from the School of Education. CN only.

## **453B Student Teaching II. Fall (5), Spring (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for one semester, constituting a full-time job. Credit for both 453A and 453B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student teaching by the Director of Fieldwork Experiences. Must be taken with the second half of EDUG 452. Not open to students who have received credit for EDUC 553B. Prerequisite: permission from the School of Education. CN only.

## **462 Educator's Workshop. (1-4).**

Designed to reflect curriculum trends and issues in education, these workshops are current and topical.

# English: Writing and Literature

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## THE FACULTY

Ralph Angel  
Greg Bills  
Leslie Brody  
Nancy E. Carrick  
Anne Cavender  
Kim Leilani Evans  
Patricia Geary  
Claudia Ingram  
Priya Jha  
Daniel Kiefer  
Heather King  
Dustin Leavitt  
Sheila Lloyd  
Joy Manesiotis  
Sharon Oster  
Eliza Rodriguez y Gibson  
Alisa Slaughter  
Judith A. Tschann

## THE MAJORS

### The Creative Writing Major

The creative writing program's focus is on creative process rather than on specialization in any one genre. Requirements are designed to foster a rapport with all forms of literary expression and to promote community among our majors.

1. Foundation courses:  
Nonfiction Workshop I, Poetry Workshop I, and Fiction Workshop I: ENGL 104, 105, and 107
2. Intermediate courses:  
Nonfiction Workshop II, Poetry Workshop II, and Fiction Workshop II: ENGL 204, 205, and 207
3. Advanced Courses:  
Each student chooses at least one advanced writing course in poetry, fiction, or nonfiction writing: ENGL 304, 305, or 307.
4. Advanced Seminars:  
Each student must take at least one section of ENGL 410 Creative Writing

Seminar or ENGL 411 Literary Magazines.

5. Literature Courses:  
Each student must take two additional courses which may include additional sections of ENGL 410 Creative Writing Seminar, ENGL 411 Literary Magazines, and major-advisor approved courses in literature.
6. Senior Portfolio:  
In the senior year, each student must enroll in at least one section of ENGL 441: Senior Portfolio and complete a significant manuscript in a specific genre.

### Recommendations:

- By the beginning of the sophomore year, the student who intends to major in creative writing is expected to choose one of the department's resident writers as an academic advisor and, with that individual, plan an appropriate three-year schedule.
- Foundation and intermediate level courses are taken in all genres. At the advanced level, the student chooses one genre to pursue. Additional advanced-level workshops and seminars in all genres are strongly encouraged.
- Students are encouraged to take additional creative writing seminars and ENGL 412 Redlands Review.

### The Literature Major

Students in the major examine style, rhetoric, genre, performance, imagination, ethics, cultures, politics, and theories of language within the context of literatures and their histories. The required courses are designed to help them acquire a sensitivity to linguistic nuance and power, and an ability to communicate persuasively.

#### Requirements (11 courses):

1. Foundation (should be completed by end of sophomore year or first semester after transferring):  
ENGL 201 Critical Reading. ENGL 202 Texts and Contexts.
2. Intermediate (should expose students to a variety of literary traditions and genres; may be completed at any point):

Three literature courses numbered 131 or higher. ENGL 241 or 242 may be substituted for one these. At least one course among those applied to satisfy the intermediate and advanced requirements must be devoted to literature prior to 1800.

3. **Advanced** (should continue developing breadth and depth of study, including critical methodologies):

Four literature courses numbered 300 or above

ENGL 402 or 403

ENGL 420

## Recommendations:

- Students should think carefully about breadth in choosing their classes, taking a thoughtful combination of historical time periods, critical methodologies, and national traditions.
- Subject to departmental approval, upper-division literature classes in a foreign language may fulfill a student's advanced major requirements.
- Subject to departmental approval, Johnston seminars may fulfill a student's major requirements.

## Departmental Honors

Qualified students majoring in literature are encouraged to apply for departmental honors. Ideally, an honors project grows out of a long-standing intellectual interest the student has developed over the course of his or her studies. Successful candidates will graduate with honors in English.

**Eligibility:** To qualify for departmental honors, a student must have completed at least 16 credits in the major and 70 credits overall. The candidate should have a minimum GPA of 3.50 in the major and maintain it through graduation.

**Application:** Students should apply during the second semester of the junior year. To apply, students need only record their names with the department secretary and complete the application process in the Office of the Registrar by the end of the second week of classes in their final semester.

**Registration:** Honors candidates majoring in literature should enroll in ENGL 499 for the Fall semester, and in consultation with their advisors should work out a schedule for the thesis defense during the Spring semester.

Every Creative Writing major will enroll in ENGL 441 Senior Portfolio during the student's senior year. The portfolios are evaluated for Senior Honors in Creative Writing.

## Subject Matter Teaching Credential

Students who want to be certified to teach English need to pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for these examinations is a B.A. in English. Consult with the department chair and meet with an advisor in the School of Education for information concerning certification and the Basic Teaching Credential Program (including student teaching). Also, see the School of Education section of this Catalog for a detailed list of other requirements.

## THE MINORS

### The Creative Writing Minor

The minor is designed for students to explore creative expression as part of a broad education.

The minor in creative writing consists of a minimum of 24 credits:

- ENGL 104, 105, 107, 204, 205, 207
- Advanced level workshops and seminars are recommended.

### The Literature Minor

This minor is designed for the student who wishes to read, discuss, and enjoy the novels, plays, stories, and poetry of major British, American, and European writers as part of a broad liberal education.

The minor in literature consists of a minimum of 24 credits:

- Genre and analysis (2 courses):  
ENGL 201, 210, 212, 213, 221, 222, 311, 402, 403
- Four courses in literature numbered 300 or above. Among these four courses, at least two national literary traditions must be represented.

# English: Writing and Literature

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## The Interdisciplinary Minor

Students having completed no fewer than 30 credits with a cumulative grade point average of at least 3.30 are eligible to apply for an interdisciplinary minor in English prior to entering their senior year. The minor consists of 12 credits of English courses numbered 200 or above plus 12 credits of a second discipline, all 24 credits to be approved by a faculty advisor from the Department of English.

## Advanced Placement in English

Students who score three, four, or five on the test for Advanced Placement in English language/composition will receive 4 credits for ENGL 102. Those whose AP score is three and whose SAT verbal score is below 580 (or whose ACT English score is below 26) must write the challenge exam the first day of final exams their first semester on campus. That exam will either complete their WA requirement or indicate the need for ENGL 101, a 1-credit tutorial in writing. Students with AP scores of three in English composition and 580 SAT verbal or 26 ACT English are exempt from the exam. Students with AP scores of four or five are also exempt from the challenge exam. All students complete the Liberal Arts Foundation requirement in writing by taking any course labeled WB in the *Schedule of Classes* after they attain junior standing.

Students who score three, four, or five on the test for Advanced Placement in English literature/composition will receive 4 credits for ENGL 112 and thereby satisfy the Humanities Literature (HL) portion of the Liberal Arts Foundation requirements.

## Internships and Career Preparation

An internship, ENGL 385 Practicum, is available to interested students during their junior or senior years. Practica enable students to explore a career or determine the field in which they will use the skills developed and refined in their liberal arts major—such as critical reading, writing, analysis, organization, oral communication, problem solving, research, and editing—and offer experience in advertising, public relations,

law, journalism, technical writing, book and magazine publishing, film and television, marketing, social services, teaching, and many other fields. Each student chooses a field and, with the help of the internship program advisor, decides on a company, agency, or other organization within that field. Working with both the program advisor and on-site supervisors, students design a work experience tailored to their career goals.

## Publications and Awards

The department publishes a literary magazine, *Redlands Review*, showcasing student work. Students hold positions on the editorial board and manage the editing and layout of this publication.

In conjunction with the Academy of American Poets, the department sponsors the Jean Burden Prize in poetry. The department also sponsors annual fiction and nonfiction contests. Contests are judged by writers of national repute. As well, each spring, the department awards the Gene Kanjo prize in literary criticism.

## The Writing Lab

The Writing Lab is available to all College of Arts and Sciences students. The lab offers one-on-one peer tutoring for students who want assistance with essay writing. Tutors are students who have demonstrated writing talent and have completed “Peer Tutor Training,” a course in the theory and practice of tutoring writing.

Tutors help students clarify the purpose and focus of their papers, ascertain their audience, and explore appropriate organizational schemes. Tutors may design specific exercises in mechanics or punctuation, but they will not proofread essays; their role is to assist students in all stages of the composing process and to help foster necessary writing skills.

## COURSE DESCRIPTIONS(ENGL)

### Creative Writing

#### **104 Nonfiction Workshop I. Fall (4), Spring (4).**

Introductory literary nonfiction workshop encourages the revision process and includes peer review. NU and EV only.

#### **105 Poetry Workshop I. Fall (4), Spring (4).**

Beginning-level poetry writing workshop focusing primarily on student writing and stressing process. NU and EV only.

#### **107 Fiction Workshop I. Fall (4), Spring (4).**

Introductory fiction writing workshop with a primary focus on student writing, while stressing process. NU and EV only.

#### **204 Nonfiction Workshop II. Fall (4), Spring (4).**

Intermediate literary nonfiction writing workshop encourages the revision process and includes peer review. Prerequisite: ENGL 104. NU and EV only.

#### **205 Poetry Workshop II. Fall (4), Spring (4).**

Intermediate poetry writing workshop with stress on process. In-depth exploration and refinement of skills. Prerequisite: ENGL 105 or permission. NU and EV only.

#### **207 Fiction Workshop II. Fall (4), Spring (4).**

Intermediate fiction writing workshop with a focus on refinement and quality. Emphasis on completion and revision of short stories. Prerequisite: ENGL 107. NU and EV only.

#### **304 Nonfiction Workshop III. Fall (4) or Spring (4).**

Advanced writing course in writing literary nonfiction. Prerequisite: ENGL 204 or permission. May be repeated for degree credit for a maximum of 8 credits. NU and EV only.

#### **305 Poetry Workshop III. Fall (4) or Spring (4).**

Advanced poetry writing workshop with a focus on student writing. Further exploration and refinement of poetry writing skills through advanced workshop critiques. Prerequisite: ENGL 205 or permission. May be repeated for degree credit for a maximum of 8 credits. NU and EV only.

#### **307 Fiction Workshop III. Fall (4) or Spring (4).**

Advanced fiction writing course designed for students interested in creating a significant work—a novel or unified series of short stories. Plotting, structure, character development, and pacing are considered, and emphasis is placed on substantial progress toward completion of a project. Prerequisite: ENGL 207 or permission. May be repeated for degree credit for a maximum of 8 credits. NU and EV only.

#### **410 Creative Writing Seminar. Fall (4), Spring (4), May Term (3).**

This is an upper-level seminar designed for Creative Writing majors, who must take it at least once. Topics will rotate but provide in-depth study for writers. May be repeated for degree credit for a maximum of 12 credits. Prerequisite: ENGL 204, 205, or 207. NU and EV only.

#### **411 Literary Magazines. Fall (4).**

Advanced seminar focused on publications containing mostly or exclusively poetry, fiction, and creative nonfiction. Emphasis is on the history of the “little” magazine, editorial and design considerations, and the distinction between literary and mainstream publications. This course fulfills a Creative Writing Seminar requirement for majors and is the prerequisite for ENGL 412, The Redlands Review. NU and EV only.

#### **412 The Redlands Review. Spring (4).**

Practical application of skills and ideas developed in ENGL 411 to produce an original literary magazine as a team. Course activities include advertising for submissions, selecting and editing material, and

# English: Writing and Literature

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choosing a design. Participants will adhere to a budget, set deadlines, and recruit for the following year's magazine. Prerequisite: ENGL 411. NU and EV only.

**441 Senior Portfolio. Fall (4), Spring (4).** Capstone project for Creative Writing majors and Johnston students with emphasis or partial emphasis in Creative Writing. Students work individually with a writing faculty committee and produce a polished, professionally assembled manuscript in one of the following genres: fiction, creative nonfiction, or poetry. Exceptional portfolios and performance in this course will be considered for Creative Writing Program Honors. May be repeated in a second semester in a different genre for degree credit. Prerequisites: senior standing and three levels of workshop in the chosen genre. NU and EV only.

## Literature

**100 Expository Writing. Fall (4), Spring (4).** Study of essay development and syntax. Extensive practice writing in a variety of styles.

**101 Writing Tutorial. Fall (1), Spring (1).** Weekly tutorial meetings to review essays and practice critical reading and writing skills. May be repeated for up to three degree credits.

**101E Writing Tutorial. Fall (1), Spring (1), May Term (1).** Weekly tutorial meetings to review essays and practice critical reading and writing skills. May be repeated for degree credit for a maximum total of 3 credits in any 100-level writing tutorial. CN only.

**102 Critical Thinking and Writing. Fall (4), Spring (4), May Term (3).** English 102 uses class discussion to engage students in close analysis of university-level texts. Students write critical essays that develop carefully-reasoned positions. Revision practice emphasizes analytic development and argumentative coherence.

Restricted grading option: students must earn a grade of 2.0 to receive credit.

**110 Poetry. Fall (4) or Spring (4).** Introduction to poetry and creative expression. Examination of sound, rhythm, and majesty in poetry with a focus on how a poem speaks of our lives.

**111 Introduction to Film. Fall (4) or Spring (4).** Introduction to the history, theory, and criticism of film with an emphasis on how narrative is accomplished through film language such as shots, scenes, and sequences.

**112 Short Fiction. Fall (4) or Spring (4) or May Term (3).** Intensive study of the uses of language to convey and evoke experience. Readings are international in scope, including works of many cultures and countries. Assignments develop skills in analytical reading and writing.

**114 War in Literature and Film. May Term (3).** Exploration of ways in which war is reflected in literature and film, including a variety of genres. Consideration of ethical issues is integral to the course. Extensive writing and active class discussion are required. NU and EV only.

**115 European Literature. Fall (4) or Spring (4).** Introduction to the literature of Europe. Topics may vary from one year to the next. Typical topics include "Masterpieces of European Literature," "European Drama," and "Modern European Fiction." May be repeated for degree credit given a different topic.

**116 Modern Russian Fiction. Fall (4) or Spring (4).** Study of representative works by the major Russian writers of the 19th and 20th centuries and their historical, social, and political context. Writers include

Dostoevsky, Tolstoy, Chekhov, Turgenev, Gogol, and Pushkin.

## **117 Politics and Literature. Spring (4).**

Exploration of political themes in literature. Analysis of themes such as justice, power, revolution, and war and freedom in fiction, drama and poetry. Reading includes the literature of writers from ten nations including Ibsen, Kafka, Camus, and Dostoevsky.

## **118 The Literature of the Bible.**

### **Fall (4) or Spring (4).**

Introduction to the Old and New Testaments. Survey of the contents of the Bible, and a study of the various types of literature included. Though this is not a course in Biblical history or criticism, the creation of the canon and critical stances from which the Bible can be read are noted.

## **119 Introduction to World Literature.**

### **Fall (4), Spring (4), or May Term (3).**

Literature from around the globe, covering a variety of genres, periods, and themes. Texts will vary according to instructor but will include works as diverse as the Tale of Genji (Japan), Dream of the Red Mansions (China), Independent People (Iceland), Things Fall Apart (Nigeria), and The Bone People (New Zealand).

## **121 Introduction to British Literature.**

### **Fall (4) or Spring (4).**

Selection of British works from a variety of genres and periods. Special attention to developing critical and analytical skills.

## **122 Literature in England. May Term (3).**

Travel seminar featuring the reading of selected novels and poems from English literature, visits to a number of literary sites, and several theatre evenings followed by discussions.

## **130 Introduction to American Literature.**

### **Fall (4), Spring (4), May Term (3).**

Selection of American works from a variety of genres and periods related to themes central to the American experience. Special

attention to developing critical and analytical skills.

## **133 African American Literature.**

### **Fall (4) or Spring (4).**

Literature from the Eighteen Century to the present. Major trends and themes are examined from historical, social, and psychological perspectives.

## **137 Immigrant Fiction. Fall (4),**

### **Spring (4), May Term (3).**

Introduction to literature of U.S. immigration from the 19th century to the present. We will explore immigrant experience in terms of race, ethnicity, and national identity, cultural, religious, gender, and generational tensions, and assimilation in theory and practice, from the perspectives of those in the process of becoming Americans. Offered as needed. NU and EV only.

## **138 Literature by U.S. Women of Color.**

### **Fall (4), Spring (4), or May Term (3).**

Students will read Chicana/Latina, African American, Asian American, and Native American women writers in the contexts of their own cultural traditions as well as in the context of broader American Literature and U.S. Third World feminism. Examines the interlocking effects of racism, homophobia, sexism, and material inequality on literature and literature's role in contemporary society. Offered in alternate years. NU and EV only.

## **139 Chicana/o Literature.**

### **Fall (4) or Spring (4).**

Serves as an introduction to contemporary Chicana/o literature, emphasizing historical and cultural contexts. This class will focus on a body of work that emerges from the Chicana/o movement in the 1960s and that continues to evolve as an expression of artistic and socio-political self-determination. Offered as needed. NU and EV only.

## **156 Native American Literature.**

### **Fall (4) or Spring (4).**

Introduction to contemporary Native American literature. Covers a breadth of genres: essays, poetry, short fiction, and film.

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Historical, cultural, and political approaches will shape class discussions, and students will engage in extensive textual analysis. We will consider carefully the role of American Indian women writers in this evolving tradition. Offered as needed. NU and EV only.

## **161 Studies in Literature. Fall (4), Spring (4), May Term (3).**

Selected topics, themes, or authors in literary fields. May be repeated for degree credit, given different topics, for a maximum of 8 credits. NU and EV only. Offered as needed.

## **201 Critical Reading. Fall (4), Spring (4).**

An introduction to close critical reading of texts in several genres and to argument about literary texts. Students will attend to the characteristics and effects of literary language, and will explore varieties of form, structure, style, and genre. They will also be introduced to a basic vocabulary of literary critical terms. Prerequisite: one 100-level literature class or comparable first-year seminar or permission.

## **202 Texts and Contexts. Fall (4), Spring (4).**

An introduction to literary traditions and counter-traditions, exploring notions of authorship, authority, and canonicity. Students will practice a variety of approaches to analysis and interpretation, incorporating literary theory as a guide to interpretation and as a stimulus to inquiry. They will also be introduced to academic conventions of literary study. Prerequisite: recommended ENGL 201. NU only.

## **210 Poetry. Fall (4) or Spring (4).**

Exploration of the structures of lyric poetry, with a focus on rhythm, figuration, and tonality. Texts are chosen from a wide range of poets, with an ear for the sheer pleasure of poetic language.

## **211 Film Genres and Auteurs. Fall (4) or Spring (4).**

Study of the conventions of such film as screwball comedy, gangster, and the Western. Set against convention (rules,

norms, and codes) is the director's invention or departure from a genre's traditions. Prerequisite: ENGL 111 recommended.

## **212 Fiction. Fall (4) or Spring (4).**

Survey of representative English, American, and European novels from the Eighteenth Century to the present.

## **213 Drama. Fall (4) or Spring (4).**

Study of dramatic forms in various cultures and periods. May be repeated for degree credit given a different topic.

## **215 Images in Children's Literature. Fall (4), Spring (4), May Term (3).**

The stories we tell children can explain away childhood fears or inculcate values we would like to see replicated. Children's stories also reveal how a culture defines childhood. This course covers literature from a variety of time periods and genres, and will expose students to conventions of plot, character, and form. Prerequisite: sophomore standing; one literature course recommended. NU and EV only.

## **216 Poetry East-West. Fall (4) or Spring (4).**

Comparative study of poetry from the Chinese, European, and American traditions. Attentive reading of poems from all periods with the aim of exploring similarities and differences between these two traditions. Introduction to theoretical disputes about what poetry is or does in both traditions and to issues in translation. NU and EV only.

## **217 Images of Women in Literature. Fall (4), Spring (4).**

Study of images and definitions of womanhood, motherhood, and the "feminine" in various works. Students explore, question, and ultimately seek to reconsider, rewrite, and reclaim women's history. Students will complete projects determined by contract. Prerequisite: sophomore standing. May be repeated for degree credit given a different topic.



## **221, 222 Shakespeare. Fall (4), Spring (4).**

The first semester, Shakespeare to 1600 A.D., covers early plays and the sonnets, the literary traditions and backgrounds of the plays, Shakespeare's language and theater. The second semester covers plays written after 1600 with emphasis on interpreting irony and tragedy through dramatic structure and imagery.

## **230 American Jewish Literature. Fall (4), Spring (4).**

Introduction to American Jewish literature from the 19th century forward. Covers genres including poetry, drama, and film, with strong emphasis on fiction. Explores Jewish writing in the U.S. in relation to immigration, the labor movement, the Holocaust, and orthodoxy, and Jewishness at the crossroads of race, ethnicity, religion, and culture. Offered as needed. NU and EV only.

## **241 Linguistics. Fall (4) or Spring (4).**

Theoretical and historical investigation of the English language, through a study of phonology, morphology, syntax, and semantics. Includes review of traditional grammar, introduction to transformational grammar, and discussion of current issues of sociolinguistics. Prerequisite: sophomore standing.

## **242 Studies in Language. Fall (4) or Spring (4).**

Study of language from different and often opposing points of view based on readings from contemporary linguists and cognitive scientists, French psychoanalytical linguists, historians of the English language, and various philosophers of language. Emphasis on ways in which the study of language enriches the study of literature. Prerequisite: sophomore standing. NU and EV only.

## **250 Cultural Studies. Fall (4) or Spring (4).**

Why should we take popular culture seriously, and how do we read it critically? An introduction to the methods, issues, and

theories developed and applied within the interdisciplinary field of Cultural Studies, including semiotics, structuralist and post-structuralist approaches, ideological analyses, as well as feminist and ethnic studies-based methods. Offered as needed. NU and EV only.

## **251 Colonial and Post-Colonial Literature. Fall (4), Spring (4), May Term (3).**

Classical texts of European colonialism are read in dialogue with postcolonial texts from Africa, Asia, and the Caribbean. NU and EV only.

## **261 Studies in Literature. Fall (3-4) or Spring (3-4) or May Term (3-4).**

Selected topics, themes, or authors in literary fields. May be repeated for degree credit for a maximum of 8 credits given different topics. Offered as needed.

## **301 Advanced Writing Conference. Fall (1), Spring (1).**

Weekly conference meetings to review writing produced for upper-division classes and to practice skills required for writing in the disciplines. CN only.

## **302 Intermediate Composition. Fall (4), Spring (4).**

Process-oriented approach to writing. Includes the writing of short position papers, applications and proposals, and a major project. Emphasis on peer review and revision. Prerequisites: completion of the WA requirement and sophomore standing.

## **308 Critical Writing Workshop: Peer Tutor Training. Fall (3).**

Workshop-style seminar to help critical writers gain authority as they engage in active dialog with other voices. Brief, exploratory, weekly creative writing assignments ask students to become conscious of their own writing practices and help writing tutors learn the skills needed for effective peer reviews. Prerequisite: by recommendation only. CN only.

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## **309 Persuasive Writing. Fall (4).**

Students discuss essays by peers and professionals. Ancient and modern theories of rhetoric are used to assist advanced writers in perfecting their skills in analysis and persuasion. Prerequisite: junior or senior standing.

## **311 Film and Literature.**

### **Fall (4) or Spring (4) or May Term (3).**

Study of the practice and theory of adapting film from literature, demonstrated in select literary works made into feature films. Prerequisite: ENGL 111 recommended.

## **320 Medieval Literature. Fall (4), Spring (4), May Term (3).**

Course focuses on literary works from the Old and Middle English periods, but includes works written on the Continent and is interdisciplinary in approach, incorporating linguistics, manuscript studies, discussion of oral vs. written culture, Gregorian chant, the Bayeux Tapestry, an archaeological dig, and court documents in our literary study. Primary sources from literature, philosophy, and art. Prerequisite: ENGL 201 or permission.

## **321 Renaissance Literature. Fall (4) or Spring (4).**

Study of an exuberant period, characterized by zeal for new learning, for mastering the demands of the physical world, and for scholarship, art, and ethics. Course readings provide different perspectives of the Renaissance as you witness characters and actions and study them within their historical context. Prerequisite: ENGL 201 or permission. May be repeated for degree credit given different topic.

## **322 The Eighteenth Century: Regicides, Libertines, Bluestockings, and Fops. Fall (4) or Spring (4) or May Term (3).**

From 1660-1820, British culture was characterized by fear of invasion, scientific experiment, political debate, "shopping," colonial expansion, and anxieties about how to control all of this novelty. Writers returned to the epic while inventing the novel.

Explores dynamic literary, philosophical, and cultural energies shaping the precursor of our modern world. Prerequisite: ENGL 201 or permission. May be repeated for degree credit given a different topic. EV and NU only.

## **323 The Romantics. Fall (4), Spring (4), or May Term (3).**

We will explore different kinds of Romantic imagination through topics such as the intertextuality of William Wordsworth, Dorothy Wordsworth; Coleridge, Blake, and Byron's eccentric long poems; and the ways in which Jane Austen and Mary Wollstonecraft responded to the "woman question." Prerequisite: ENGL 201 or permission. Offered as needed. NU and EV only.

## **324 Victorian Literature. Fall (4), Spring (4), or May Term (3).**

Study of a complex age of expansion and power, and of the growth of the novel as well as experimentation in poetic forms. Topic and texts vary. Prerequisite: ENGL 201 or permission. Offered as needed. NU and EV only.

## **325 Modernism. Fall (4), Spring (4), or May Term (3).**

Modernism has become a standard term for the self-conscious revolutions in art, c. 1880-1930. We study the modernists on their own terms, and also from our vantage point a century later. Conrad, Lawrence, Joyce, Mansfield, Yeats, Woolf, and others. Prerequisite: ENGL 201 or permission. Offered as needed. NU and EV only.

## **330 American Literature 1620–1860: Republicans and Revolutionaries. Fall (4) or Spring (4).**

Exploration of major movements and themes from America's beginnings to the Civil War. Includes Puritanism, Transcendentalism, Romanticism, the radical creation of the republic, and the search for an American identity, as well as careful study of some of the best American writing through the first half of the nineteenth century. Prerequisite: ENGL 201 or permission.

## **331 American Literature: Industry and Enterprise. Fall (4) or Spring (4).**

Between the Civil War and World War I, America experiences a “golden age,” a “gilded age,” and an “age of industry.” In what manner, and on whose terms, does America come to recognize itself and its experience? May include works by Whitman, Dickinson, Chestnut, Twain, James, Wharton, Crane, and Dreiser. Prerequisite: ENGL 201 or permission.

## **332 American Literature: Making it New. Fall (4) or Spring (4).**

Examination of American literature from World War I and the beginnings of modernism through post-modern and contemporary poetry and prose. This course will explore the American identities articulated—and subverted—in twentieth-century literature, and will examine stylistic innovation in writers from T.S. Eliot and Jean Toomer to Toni Morrison and John Ashbury. Prerequisite: ENGL 201 or permission. May be repeated for degree credit up to 8 credits given a different topic.

## **333 Topics in African Diasporic Literatures. Fall (4), Spring (4), May Term (3).**

This course allows students to extend their knowledge of African-American literature and to study in depth a topic related to African-diasporic literatures. The selection of topics will vary depending on the instructor, but may include questions of representation, transnationalism, sexuality, and the influences of critical theory. Prerequisites: ENGL 201 or 202. May be repeated up to 8 units given a different topic. Offered as needed. NU only.

## **340 Chicana/o Poetry. Fall (4) or Spring (4).**

Examines the contemporary Chicana/o poetry and major critical approaches to it. Historical, cultural, and political questions will shape our reading, and students will engage in extensive textual analysis, combining questions of context and content (or poetic style and form) with the content of

the poems in question. Prerequisite: ENGL 201 or permission. Offered as needed. NU and EV only.

## **350 The Elegy and U.S. Nationalisms. Fall (4) or Spring (4).**

Explores the connection between poetics of loss and the establishment of national literary and cultural traditions, comparing and contrasting a mainstream American tradition with the literature of the Chicana/o movement. Students will practice close readings as they consider the cultural and social contexts. Prerequisite: ENGL 201 or permission. Prerequisite for 361E: ENGL 200E, 201, or permission. Offered as needed. NU and EV only.

## **351 Post-Colonial Literature and Theory. Fall (4), Spring (4), May Term (3).**

This course focuses on the application of post-colonial literary theory to post-colonial literature of the last fifty years and earlier periods. Introduces students to bodies of literature from areas as diverse as South Asia, the Caribbean, and Africa. The literature/ theory balance will be established from the outset. Prerequisite: ENGL 251 recommended. NU and EV only.

## **361 Studies in Literature. Fall (4) or Spring (4) or May Term (3).**

Selected topics in literary figures and themes. May be repeated for degree credit given different topics. Prerequisite: ENGL 201 or permission.

## **362 Single-Author Seminar. Fall (4), Spring (4), or May Term (3).**

Studying a single author in depth, situating his or her works in their social, historical, and literary context. Authors include figures from any point in the Anglophone literary tradition, including Chaucer, Milton, Austen, Dickens, Melville, Joyce, Woolf, Faulkner, Williams, Merrill, Morrison, Rushdie, and many others. NU and EV only.

# English: Writing and Literature

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## **402 Literary Criticism. Fall (4) or Spring (4).**

Survey of literary criticism from ancient times to the middle of the Twentieth Century. Combines representative readings of influential critics with imaginative writing. Prerequisite: ENGL 201 or permission. NU and EV only.

## **403 Current Literary Theory. Fall (4) or Spring (4).**

Exploration of representative schools of current literary theory. Topics may vary, but the course is a combination of theory with readings in fiction and poetry. Prerequisite: ENGL 201 or permission. NU and EV only.

## **420 Senior Seminar in Literature. Fall (4), Spring (4).**

A capstone course designed to allow students to reflect upon and synthesize their work in the major. Students will be instructed in literary research and in academic conventions of literary study. A key part of the seminar is an extensive, research-supported revision of an essay completed for a previous course. Prerequisite: senior status or permission.

# Environmental Studies

## THE PROGRAM DIRECTOR

Lamont Hempel

## THE FACULTY

Mariana Altrichter

Timothy Krantz

Blodwyn McIntyre

Stuart Noble-Goodman

Peter Sherman

## THE MAJORS

Students may elect a bachelor of arts in Environmental Studies or a bachelor of science in either Environmental Science or Environmental Management. In addition, Johnston students may develop an individual contract to study areas related to the environment.

### Core Courses

The following courses are required for the B.A. and the B.S.:

- EVST 100 Introduction to Environmental Studies
- EVST 220 Physical Geography
- PHIL 330 Ethics and the Environment or REL 122 Religion and Ecology: Environmental Ethics
- EVST 110 Introduction to Spatial Analysis and GIS
- EVST 250 Environmental Design Studio I
- EVST 399 Research Methods for Environmental Scientists
- EVST 475 Capstone Senior Project in Environmental Studies (a minimum of 6 credits is required)
- Practicum (choose one): Environmental Study Abroad\* or Biosphere 2 Semester\* or EVST 350 Environmental Design Studio II or EVST 330 Environmental Policy Clinic or EVST 385 or 485 Advanced Program Internship

*\*Up to 16 credits toward requirements in the major, but only 4 credits count toward core requirements.*

## The Bachelor of Arts: Environmental Studies

In addition to the core requirements, the B.A. requires nine more courses as follows:

- One statistics course from MATH 111, BUS 220, ECON 200, or PSYC 250
- Biological science elective from BIOL 107, 108, 109, or 131
- Two general math and science electives from CHEM 20, 131, 132; BIOL 133, 331, 340; MATH 235; EVST 220, 230, 225, or 305. EVST 260/360 may also be approved, given appropriate topics.
- ECON 155 or 250. ECON 355 also will be accepted, and is recommended for those with the prerequisites.
- Four approved electives (two of the four must be advanced-level courses).

## The Bachelor of Science: Environmental Science

In addition to the core requirements, the B.S. requires ten more courses, as follows:

- MATH 121 Calculus I or MATH 122 Calculus II
- EVST 231 Introduction to Modeling or BIOL 406 Research in Biosystems Modeling or MATH 235 Differential Equations
- EVST 235 Environmental Impact Assessment or EVST 220 Physical Geography or EVST 305 Ecology for Environmental Scientists
- Two lower division science courses selected from BIOL 131, 133; CHEM 131, 132; EVST 220, 225, 230
- Four advanced science electives (260–400 level courses) in at least two disciplines
- One non-science environmental elective.

## The Bachelor of Science: Environmental Management

The B.S. in Environmental Management is divided into two concentrations: the first focuses on natural resource issues and the second focuses on the management of environmental organizations, programs, and business ventures.

# Environmental Studies

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In addition to the core requirements, the B.S. requires eleven to twelve more courses depending on concentration, as follows:

## **Natural Resource Management and Policy Concentration:**

- EVST 305 Ecology for Environmental Scientists
- EVST 325 Public Lands Management or EVST 310 Environmental Law or EVST 320 Environmental Policy and Management
- EVST 235 Environmental Impact Assessment or EVST/MATH 231 Introduction to Modeling or EVST 350/450 Advanced Design Studio or EVST 330 Environmental Policy Clinic
- ECON 155 Introduction to Environmental Economics or ECON 250 Principles of Microeconomics
- ECON 355 Environmental and Natural Resource Economics
- GOVT 111 American National Government or approved course in public policy or international law/politics
- One approved statistics course (MATH 111, ECON 200, BUS 220, PSYC 250)
- Two approved lower-division science courses
- Two approved advanced science courses

## **“Green Entrepreneur” Concentration:**

- ACCT 210 Principles of Financial Accounting and Reporting
- ACCT 220 Principles of Managerial Accounting
- BUS 353 Managerial Finance
- ECON 250 Principles of Microeconomics or ECON 155 Introduction to Environmental Economics
- ECON 355 Environmental and Resource Economics
- EVST 310 Environmental Law or EVST 320 Environmental Policy and Management
- One approved statistics course (MATH 111, ECON 200, BUS 220, PSYC 250)
- Two approved lower-division science courses
- Two approved advanced science courses
- One approved management course

## **THE MINOR**

Students who minor in environmental studies are required to take all the environmental studies core courses, with the exception of the practicum and the senior capstone.

## **Teaching Credential Subject Matter Program in Environmental Studies**

Students who wish to be certified to teach science must pass the PRAXIS, SSAT, and CBEST examinations. The best preparation for these examinations is a B.S. or B.A. in Environmental Studies or in a science. Students must meet with the director of the Center for Science and Mathematics and with an advisor in the School of Education for information concerning certification and the teacher education preparation program process. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to Education section under the College of Arts and Sciences of this *Catalog* for a more detailed list of requirements.

## **Program Honors**

Students with outstanding records of academic achievement (G.P.A. of 3.6 or higher in the major) may apply for departmental honors during the second semester of their junior year, but no later than the end of the fourth full week of their first semester as a senior. Candidates must complete an honors capstone project on a challenging topic approved by a faculty committee. The project must demonstrate both analysis and synthesis, along with constructive critical thought. Candidates who successfully complete and defend their final projects before a faculty committee will graduate with honors in Environmental Studies.

## **The Redlands Institute**

Dedicated to applied research in environmental design, management, and policy, the Institute provides advanced students with excellent opportunities for internships and course-related work as members of project teams. Student researchers learn about advanced tools for geospatial data management and modeling

in order to analyze and envision complex environmental systems.

## COURSE DESCRIPTIONS (EVST)

### **100 Introduction to Environmental Studies. Fall (4), Spring (4).**

Overview of the major causes and consequences of pollution, natural resource depletion, and loss of biological diversity. The primary objective is to develop an interdisciplinary understanding of our natural environment, the human impacts that degrade it, and the measures we can take to protect and to restore environmental quality.

### **102 Environmental Geography of Southern California. Fall (4), Spring (4).**

A local geographic “laboratory” for applying environmental concepts and studying the physical and cultural geography of Southern California. Using historical and scientific field surveys, students trace the roots of regional environmental problems. They observe long-term changes in local watersheds and learn about Redlands’ “home biome” as a dynamic system.

### **110 Introduction to Spatial Analysis and GIS. Fall (4) or Spring (4).**

Introduction to concepts of spatial analysis and to geographic information systems (GIS). Emphasis on spatial reasoning and analysis. Topics include spatial data models, data requirements and acquisition, spatial analysis using GIS, implementation within an organization, and especially the application of GIS to problem-solving in other disciplines. Two lectures, two laboratories.

### **210 Energy and the Environment. Spring (4).**

Sources, production, distribution, and consumption of energy are considered with special attention to alternative energy systems—including wind, solar, and geothermal—and conservation. Environmental effects of air and water pollution also are considered. Experiments are conducted to aid in understanding the principles presented. Field trips to regional energy production facilities are

included. Prerequisite: MATH 101 or high school algebra or permission. Offered as needed.

### **215 American Environmental Literature. Spring (4).**

Investigation of the ways in which American experience with Nature is both shaped by and reflected through literary fiction and non-fiction, as well as poetry. NU only.

### **220 Physical Geography. Fall (4).**

Exploration of the physical geography of Earth by examination of lithospheric, atmospheric, hydrological, and biological processes. Laboratory includes field methods, topographic map reading, and in-depth discussion of these principles. NU and EV only.

### **225 California Plants: Taxonomy and Ecology. Spring (4).**

Exploration of the biodiversity of California plant life. Lectures focus on the varied physical environments and ecology of California plant communities. Laboratories delve into the intimacies of plant taxonomy and identification. Field trip laboratories will afford first-hand experience with coastal, interior valley, montane and desert plant communities and their environments. Prerequisite: EVST 100 or permission. Offered in alternate years. NU and EV only.

### **230 Biodiversity. Fall (4).**

Examination of global and local biodiversity and the causes and implications of biodiversity decline. Emphasis on threatened and endangered species and human activities related to the decline of species. This course is field trip and project intensive. Prerequisites: EVST 100 or permission. NU and EV only.

### **231 Introduction to Modeling. Spring (4).**

Investigation of the process of modeling. Special emphasis placed on how to build, test, and refine models; how to analyze assumptions and results; and what model limitations are. Includes deterministic and stochastic models, rate equations and popu-

# Environmental Studies

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lation dynamics, and statistical analysis. Final project is tied to outside interests. Prerequisite: MATH 121 or permission. Cross-listed with MATH 231.

## **235 Environmental Impact Assessment. Spring (4).**

Comprehensive overview of environmental impact assessment. Federal and State legislative foundations governing the content and process of environmental review are examined. Culminates in preparation of an environmental impact report analyzing the potential impacts and mitigations. Offered in alternate years. NU only.

## **240 Global Environment. Fall (4), Spring (4).**

Analysis of selected problems of global environmental systems, including climate change, ozone depletion, oceanic pollution, and transboundary biodiversity issues. Emphasis on the conversion of environmental science into international law and policy. Examines the roles of international organizations, governments, industry, and trade in the effort to achieve sustainable development. Prerequisites: EVST 100 or permission. Offered in alternate years.

## **245 Marine Environmental Studies. Fall (4), Spring (4).**

Overview of human environmental influence on the oceans. Combines the study of marine science, policy, and management in an effort to understand environmental protection issues arising from coastal development, overfishing, climate change, oil spills, and other threats to marine ecosystems. Prerequisites: EVST 100 or permission. Offered as needed. NU and EV only.

## **250, 350, 450 Environmental Design Studio I, II, III. Fall (4), Spring (4).**

Students work collaboratively in teams on environmental problem-solving projects. Many studios make use of GIS and other spatial analysis tools. Research concepts and tools become more complex in advanced levels of this sequence. Prerequisite for EVST 250: EVST 100 and 110, or permission.

## **255 Ornithology. Spring (4).**

Provides a comprehensive overview of the science and field study of birds, ranging from their origin and evolution, physiology, anatomy, communication, behavior and environment, reproduction and development, population dynamics and conservation. Laboratories introduce students to auditory and field identification methods. Offered in alternate years. NU and EV only.

## **260 Topics in Environmental Studies. Fall (1–4), Spring (1–4), May Term (1–3).**

Topics of current interest in environmental studies such as energy, air quality, water, and environmental justice. May be repeated for degree credit up to a maximum of 8 credits.

## **275 Conservation in Practice. Spring (4).**

Analyzes the different factors, cultural, socio-economic, political, and biological, that underlie environmental problems. It reviews some of the most important conservation tools developed and applied by various disciplines in an attempt to integrate them as a trans-disciplinary approach. Offered as needed. NU only.

## **300 Environmental Colloquium in Economics, Policy, Planning, and Management. Fall (4), Spring (4).**

Illuminates the conversion of environmental science into policy and practice. Integrates introductory material in each field, increasing understanding of interactions between scientists, planners, policy makers, and business interests. Students compare at least four distinct perspectives on an environmental issue and select a particular approach for further investigation. Frequent guest lecturers.

## **305 Ecology for Environmental Scientists. Spring (4).**

Exploration of environmental factors responsible for distributions of species, communities, and biomes with particular reference to human-induced changes in ecology. This is a writing-intensive course with emphasis on scientific writing and the use of the scientific



method in ecological research. Prerequisites: EVST 100 and a WA course. Offered every year. NU and EV only.

### **310 Environmental Law. Fall (4), Spring (4).**

Exploration of American legal system and framework of creation, implementation, and interpretation of environmental laws. Study of central role of regulatory agencies in developing and implementing environmental law and of course methods interpreting and shaping it. Includes analysis of major environmental laws and case studies. Emphasis on California and the West. Offered as needed.

### **320 Environmental Policy and Management. Fall (4), Spring (4).**

Examination of policy actors and institutions shaping environmental management and world views from which they are derived. Study of competing discourses, influence of public and private actors and institutions, and interplay between parties. Examination of policy and management implications from standpoints of decision-making content and process. Offered in alternate years.

### **325 Public Lands Management. Spring (4).**

Overview of the origins and history of public lands in the U.S. (National Parks, National Forests, Bureau of Land Management lands, and others). Exploration of policies governing public lands and historic and current management practices. Controversial issues on public lands will be examined and debated as will compromises and solutions. Prerequisite: EVST 100. Offered in alternate years. NU and EV only.

### **330 Environmental Policy Clinic. Fall (4), Spring (4).**

Students and faculty create innovative policy responses to concrete environmental problems, typically resulting in a report or major presentation about a specific environmental improvement strategy to a government client or a group of stakeholders. Emphasis on policy and management strategy design; focus on political, economic, and managerial

feasibility of environmental controversy resolution. May be repeated for degree credit, for a maximum of 8 credits, given a different topic. Prerequisite: EVST 300 or 320. Offered in alternate years.

### **360 Advanced Topics in Environmental Studies. Fall (1-4), Spring (1-4), May Term (1-3).**

Consideration of recent research developments in environmental science with varying topics each semester. Examples include tropical island biogeography, physical biogeography, and California plants' taxonomy and ecology. May be repeated for degree credit up to a maximum of 8 credits.

### **385, 485. Advanced Program Internship. Fall (2-4), Spring (2-4), May Term (2-3).**

May be repeated for degree credit for a maximum of 8 credits with permission of the Chair. CN only.

### **399 Research Methods for Environmental Scientists. Spring (4).**

A survey course of qualitative and quantitative research methods used by environmental scientists. We will learn techniques from both social and natural sciences. A research proposal that can double as the EVST capstone proposal will be an end-goal of the course. Students from outside EVST can apply to join. Prerequisite: EVST 250. NU only.

### **475 Capstone Senior Project in Environmental Studies. Fall (2-4), Spring (2-4), May Term (2-3).**

NU only.

# French

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## THE FACULTY

Francis T. Bright

Danièle Chatelain Slusser

## THE MAJOR

To qualify for a French major, students must complete 36 credits beyond FREN 102. 16 credits must be taken in residence with department faculty. At least 12 of these credits in residence must be taken in courses numbered 400 or above. A candidate entering at the third-year level is considered to have completed 8 of the 36 required credits. These exempted credits apply only to the major and not to the 128 total credits required for graduation. A semester at the Institute of European Studies, in either Paris or Nantes, is recommended in the junior year. In addition to its own diversified offerings, the institute makes it possible for students having the proper degree of proficiency to register at the universities of Paris and Nantes as well as the Ecole du Louvre, the Institut Catholique, and the Institut d'Etudes Politiques.

## THE MINOR

A minor in French requires 28 credits beyond FREN 102. Students starting at the third-year level or beyond are considered to have completed 8 of these credits. These exempted credits apply only to the minor and not to the 128 total credits required for graduation. Students also are required to take at least one 400-level course (for 4 credits) in residence with department faculty.

## Course Sequencing

Courses must be taken in the correct sequence, i.e., FREN 101, 102, 201, 202, 301, 302. While a student might enter the sequence at a level beyond FREN 101, no student subsequently can receive credit for a course lower in the sequence than the highest numbered course already completed. This regulation applies only to language courses, not to civilization and literature courses beyond FREN 302.

## Placement in French

Students with previous experience in French must take the French placement exam before enrolling in a French language course.

## Advanced Placement in French

French language: Students receiving a score of three on the Advanced Placement test receive 4 credits for FREN 102; those scoring four or five receive 8 credits for FREN 201 and 202.

French literature: Students scoring four or five receive 8 credits for French literature.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by invitation from faculty in French or, should students initiate their own applications, by faculty approval. Interested students should consult, during the course of their junior year, with French program faculty for information about the application procedures and requirements.

## Departmental Honors Requirements

- Students must have a minimum 3.45 cumulative GPA at the time of application.
- Interested students must apply no later than the advanced registration period (for the following Fall) during the Spring semester of their junior year.
- Students will enroll for 4 credits of honors work in the Fall semester of their senior year to do research and to complete a rough draft of the thesis. In the Spring of the senior year, students will carry 2 credits to finish the final draft and to defend the thesis orally before the committee.
- The honors thesis will be a scholarly research paper in French of 50–75 pages in length.
- The honors committee will consist of faculty in French plus another professor mutually agreed upon by the student and the French faculty.

**COURSE DESCRIPTIONS (FREN)**

**101–102 First-Year French. Fall (4), Spring (4).**

Pronunciation, conversation, essentials of grammar and composition, and reading of elementary texts for students who have had no French. Those with previous experience in French who are not ready for FREN 201 must obtain permission from the department to take first-year French.

**201–202 Second-Year French. Fall (4), Spring (4).**

Review of grammar, with emphasis on conversation and contemporary French culture. Introduction to French literature and culture through selected reading materials. Prerequisite: FREN 102 or two or three years of high school French.

**301–302 Third-Year French. Fall (4), Spring (4).**

Review of essential points of grammar. Readings in literature, history, and culture. Emphasis on oral presentation and discussion. Prerequisite: FREN 202, or three or four years of high school French, or permission.

**450 French Theater. Spring (4).**

Evolution of the theater in France from the 17th century to the present. Reading, lectures, and discussions in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**451 The Novel in France. Fall (4).**

Development of the novel in France from the 17th century to the present. Readings, lectures, discussions, and films in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**452 French Lyrical Poetry. Spring (4).**

Development of lyrical poetry in France from the 14th century to the present. Lectures, readings, and discussions in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**456 French Cinema. Spring (4).**

Examination of the development of cinema in France from its beginnings in the silent era to the nouvelle vague and cinema today. Lectures, discussions, and student exposés in French. All films in French with English subtitles. Prerequisite: FREN 302 or equivalent. Offered as needed.

**458 France Today. Fall (4).**

Study of contemporary French institutions both in their historical and traditional form and as they are being transformed today as a result of international influences. Readings, discussions, and exposés in French. Prerequisite: FREN 302 or equivalent. Offered as needed.

**459 The Francophone World. Fall (4).**

Exploration of the social, cultural, and artistic development of countries in which French is the primary language. Alternate focus on (1) Africa and (2) the New World. Readings, slide lectures, discussions, films, and exposés in French. Prerequisite: FREN 302 or equivalent. May be repeated for degree credit given a different topic. Offered as needed.

**463 Topics in French Literature. Fall (4).**

Diverse topics in French literature dealing with either specific themes, currents of thought, or genres and forms. Readings, lectures, discussions, and films in French. Prerequisite: FREN 302 or equivalent. May be repeated for degree credit given a different topic. Offered as needed.

**464 Interdisciplinary Studies in French. Fall (4) or Spring (4).**

Interdisciplinary approaches to key issues, places, personalities, periods, or movements in French intellectual and cultural history. Topics chosen are examined from the following perspectives: literature, art, architecture, urbanism, politics, religion, science. Topics include the Renaissance, the Enlightenment, the French Revolution, romanticism, fin de siècle, surrealism, and Paris. Prerequisite: FREN 302 or equivalent. May be repeated for

# French

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credit given a different topic. Offered as needed.

## **466 Seminar. Spring (4).**

Detailed study in selected areas of French language, literature, and philosophy. Topics to be assigned. Prerequisite: permission. Offered as needed.

# Geographic Information Systems

## THE PROGRAM DIRECTOR

Mark P. Kumler

## THE FACULTY

James A. Ciarrocca

Douglas M. Flewelling

Diana Stuart Sinton

## The Master of Science in Geographic Information Systems (GIS)

The Master of Science in Geographic Information Systems (GIS) program is designed for professionals seeking to enhance their knowledge of the analysis, management, and communication of geographic information. It combines the development of strong technical skills and in-depth understanding of geographic information systems and theory.

## Entrance Requirements

Minimum requirements for entrance include:

- An undergraduate degree or equivalent in any field
- At least 2 years of professional experience using GIS or completion of at least 2 university-level courses in GIS plus an internship lasting at least 4 months
- The equivalent of an undergraduate grade point average (GPA) of 3.0 out of a possible 4.0 during the final two years of study. Applicants with a grade point average less than 3.0 on a 4.0 scale or who have undergraduate degrees from countries where an equivalent of the GPA cannot be calculated from transcripts must show promise of success based on other criteria
- Two letters of recommendation confirming the applicant's potential for success in the program;
- Competence in speaking and writing English. Students for whom English is a second language must demonstrate competence by submitting TOEFL scores above 550 written (210 computer based). Alternative internationally recognized

tests such as IELTS scores at band 5.5 or above may be considered equivalent

- Analytical and technical aptitude demonstrated through appropriate coursework, professional experience, GRE or similar test scores, or letters of recommendation.

## Program Structure

The full-time 12-month program consists of 10 months of coursework and the undertaking of a Major Individual Project (MIP). Each of the 6 terms are 7 weeks in length and the annual schedule allows for two 3-week breaks. Student cohorts begin each year in September and January.

The part-time program consists of up to twelve 7-week terms, with corresponding 3-week breaks as in the one-year program. The program structure for part-time students will be determined and agreed upon by the student and the Program Director.

Each of the first three 7-week terms includes a core theory course (GIS 61x series) on a major GISystems theme paired with an intensive, hands-on technology course (GIS 62x series). Additional theory courses are offered in terms 4 and 5 and as electives (GIS 66x and GIS 67x series). Theory courses not only complement the technology courses and ensure that students have the critical theoretical foundations for the relevant technology, but also explore broader issues related to effective and appropriate application of the technology. A menu of short workshops (GIS 650) are offered throughout the program to provide opportunities for students to selectively focus their attention on one of the many major themes in GIS, specific application areas, or advanced theory topics.

Each of the first five terms begins with one or more intensive multi-day, instructor-led courses from the current ESRI software training curriculum (GIS 640). MS GIS Colloquium (GIS 630) is offered most Wednesday afternoons during the year. These colloquia give students exposure to cutting edge research and developments in GIS and the opportunity to hear from some of the most

# Geographic Information Systems

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important GIS scholars and managers in the world.

All students are required to undertake a Major Individual Project (MIP) that applies GI Technology and/or Science to a problem of their choice. This is the professional equivalent of an academic masters thesis. The Project Course series (GIS 69x) is directed towards building students' skills in project design and implementation.

Opportunities for projects come from The Redlands Institute, other organizations in the region, or from students' former, current or future employers. Students begin developing their MIP topics during the beginning of the GIS 69x series and in conjunction with their MIP Advisory Committees and make gradual progress towards completing the MIP by the end of their program, be it one year or two. Before graduating, all students must successfully pass an oral defense of their project work before their Advisory Committee and submit an approved extended written report on the work completed. Students are also required to make a public presentation of their MIP. This will occur either at the annual ESRI International User Conference in mid-summer or at a special conference in front of an audience of their peers and colleagues in the discipline of their project in December.

## Program Requirements

The masters of science degree requires 42 credits at the graduate level, which are comprised of 10 credits of theory courses, 7 credits of technology courses, 14 credits of project (MIP) courses, 7 credits of professional practice courses, and 4 credits of elective courses. Elective courses can be taken in the form of regularly offered MS GIS Program electives, topics courses which are offered from time to time by GIS-related faculty, University of Redlands School of Business GIS-focused electives, or by individualized study, the focus of which is determined by MS GIS Program faculty.

## Courses:

### Theory Courses

- GIS 611 Fundamentals of Geographic Information
- GIS 612 Information Systems Foundations for GIS
- GIS 617 Programming for GIS
- GIS 616 Statistics & Spatial Analysis
- GIS 615 Communicating Geographic Information

### Technology Courses:

- GIS 621 Introduction to GI Technology
- GIS 625 Introduction to Image Data
- GIS 622 Creating and Managing Geodatabases
- GIS 623 Working with GIS

### Project Courses:

- GIS 691 Project Concept & Scope
- GIS 692 Project Initiation & Planning
- GIS 693 Project Analysis & Design
- GIS 694 Project Execution
- GIS 695 Project Implementation
- GIS 696A Project Completion
- GIS 696B Project Closure

### Professional Practice:

- GIS 630 MIS GIS Colloquium
- GIS 640 GIS Software Training
- GIS 650 GIS Workshops

### Electives:

- GIS 663 Remote Sensing & Image Processing
- GIS 664 GIS for the Web
- GIS 661 Topics Course(s)
- GIS 671/2/3 Individualized Study

The most current information about the curriculum, entrance requirements, and application procedures is available on the program's website at:

<http://www.institute.redlands.edu/msgis>

or by contacting the program office at (909) 748-8128 or by email at [msgis@institute.redlands.edu](mailto:msgis@institute.redlands.edu).

## COURSE DESCRIPTIONS (GIS)

### **611 Fundamentals of Geographic Information. (2).**

Modeling geographic reality in information systems, from its conceptualization and generalization from the real world, to its digital representation in the computer and back to the relationship between results of this digital manipulation and the real world it represents. Prerequisite: enrollment in MS GIS program or permission of the Program Director. NU only.

### **612 Information Systems Foundations for GIS. (2).**

Provides fundamental theoretical knowledge about information systems in general and the unique demands created by geographic information. Introduces students to concepts of information systems theory, systems design and architecture, databases and data modeling, middleware and data interoperability standards as applied to geographic information systems. Prerequisite: GIS 611 or permission of the Program Director. NU only.

### **615 Communicating Geographic Information. (2).**

Begins with basic theory of cartographic and graphic data as it applies to GIS data. Explores GIS data models to support mapping and various advanced applications of cartographic methods, including multivariate mapping, multiscale mapping, cartographic visualization including mixed virtual reality, animated and interactive mapping, and Web mapping. Prerequisites: GIS 613 or permission of the Program Director. NU only.

### **616 Statistics and Spatial Analysis. (3).**

Combines a survey of statistical foundations needed by GIS practitioners with a detailed understanding of the range of spatial analytical techniques and the skills necessary for expert application of these techniques to specific problems. Includes fundamental concepts needed to understand advanced rule-based, statistical, process-based and

deterministic methods of spatial analysis. Prerequisite: GIS 612. May repeat for degree credit up to 6 credits. NU only.

### **617 Programming for GIS. (1).**

Introduction to programming concepts necessary for GIS: writing simple statements, organizing code, handling user interaction, and incorporating decision-making logic in code. Introduction to object-oriented programming concepts: methods, properties, and event-driven programming. Prerequisites: at least one course or demonstrated expertise in Java, C++, or Visual Basic plus enrollment in the MS GIS program or permission of the Program Director. NU only.

### **621 Introduction to Geographic Information Technology. (2).**

Provides necessary foundation skills in geographic information technology, including scanning, digitalizing, georeferencing, datums, projections, coordinate systems, metadata, terrain modeling, geocoding, and GPS. Individual and group work complements theory and concepts taught in 611. Prerequisites: enrollment in MS GIS Program or permission of the Program Director. NU only.

### **622 Creating and Managing Geodatabases. (2).**

Focuses on the important database component of GI Technology. Following an intensive training course to acquire geodatabase design skills, students undertake group work on supervised class projects supplementing taught theory and technology concepts. Prerequisites: GIS 621 or permission of the Program Director. NU only.

### **623 Working with GIS. (2).**

Provides mastery of the complex suite of spatial analysis functionality available in GI Systems. Following an intensive training course to acquire advanced spatial analysis skills students undertake group work on supervised class projects supplementing taught theory and technology concepts.

# Geographic Information Systems

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Prerequisites: GIS 622 or permission of the Program Director. NU only.

## **625 Introduction to Image Data. (1).**

Covers the fundamentals of remotely sensed image data—physics, spectral signature, and basics of visual interpretation. Students will be required to acquire image data and perform extended interpretation of their study area. Repeat for degree credit up to 2 credits. NU only.

## **630 MS GIS Colloquium. (2).**

Provide students exposure to advanced research and innovative developments in GI Systems and Science and the opportunity to hear presentations from GIS researchers, analysts, developers, and managers who live in or visit the Redlands region. Also includes participation in the annual ESRI International User Conference. Prerequisites: Enrollment in MS GIS Program or permission of the Program Director. CN only.

## **640 GIS Software Training. (3).**

A series of intensive 2 to 5-day hands-on training courses in the use of the ArcGIS suite of software products; approximately 25 days of training is required during the program. Prerequisites: Enrollment in MS GIS Program or permission of the Program Director. CN only.

## **650 GIS Workshops. (2).**

Topic-oriented workshops in various GIS applications will be offered for the students to choose “cafeteria style”; approximately 10 workshops will be offered per calendar year and students are required to attend a minimum of 4 workshops during the term of their program. Prerequisites: Enrollment in MS GIS Program or permission of the Program Director. CN only.

## **661 Topics in GIS. (1-2).**

Designed to reflect curriculum trends and emerging GIS technology. May be repeated for degree credit, given different topics, for a maximum of 4 credits. Prerequisites:

Enrollment in MS GIS Program or permission of the Program Director. Offered as needed.

## **663 Remote Sensing and Image Processing. (1).**

This elective course is designed for students to gain a greater understanding of remote sensing and the ability to process images for GIS applications. Various software applications and an extended classification of their study area. Special topics of hyperspectral, advanced classification, active sensors, and non-reflective image data will be included. Prerequisites: Enrollment in MS GIS Program or permission of the Program Director. NU only.

## **664 GIS for the Web. (2).**

Practices the skills needed to create GIS applications for the Web and other networks. Through hands-on projects, students will create their own Web GIS application; in-depth discussions of issues that affect Web GIS, from network and security concerns to design for focused and effective Web applications. Prerequisites: Enrollment in MS GIS Program or permission of the Program Director.

## **671-673 MS GIS Individualized Study. (1-2).**

Individualized study courses of 1-2 units offered for students to design their own course of study in a particular GIS topic. Prerequisite: enrollment in MS GIS program and approval of the Program Director. CN only.

## **691 Project Concept and Scope. (1).**

The objective of this course is to initiate the concept and scope of the student’s Major Individual Project (MIP). Students will identify their project client and topic, conduct some preliminary research on the topic and write a background paper outlining previous research and studies on their topic. Prerequisite: enrollment in MS GIS program. NU only.



# Geographic Information Systems

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## **692 Project Initiation and Planning. (1).**

Students will conduct a feasibility analysis of their MIP concept and develop a plan that establishes the strategic goals, schedule, and budget for solving the problem with a technical solution. The final assignment for this course is a formal Project Plan with the project scope, goals, timeline, and budget fully specified. Prerequisite: GIS 691. NU only.

## **693 Project Analysis and Design. (1).**

Students will investigate the basic principles of systems analysis and design through a user's needs assessment and a requirements analysis. The final assignment for this course will be a Project Design Specification defining the system architecture, technical features, and data components. Prerequisite: GIS 692. NU only.

## **694 Project Design. (1).**

Covers the basic procedures for executing a GIS project following the systems analysis and design phases, and techniques for successfully executing and managing a GIS project through construction and deployment. Prerequisite: GIS 693. NU only.

## **695 Project Implementation. (2).**

This is the fifth course in the Project Series - designed to assist the student with implementation of the GIS solution for their MIP. Prerequisite: GIS 694. NU only.

## **696A Project Completion. (6).**

The final term of the program is spent completing the Major Individual Project (MIP). A defense, public presentation and extended report are required. Prerequisites: Enrollment in MS GIS Program or permission of the Program Director.

## **696B Project Closure. (1).**

All of the final graduation requirements, including the submission and approval of the MIP, is encompassed in this final unit of credit. May be repeated for degree credit for a maximum of 3 credits. Enrollment in MS GIS Program or permission of the Program Director. NU only.

# German

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## THE FACULTY

Joseph H. Magedanz

## THE MAJOR

The major in German requires a minimum of 36 credits:

- GERM 201, 202 Second-Year German. (8 credits)
- GERM 301, 302 Third-Year German. (8 credits)
- Four courses in German studies numbered 400 or higher and/or courses from approved off-campus study centers. (16 credits)
- One course in Art History, Economics, Government, History, or Philosophy chosen in consultation with the faculty of the German program. Coursework must reflect a German studies component. (4 credits)
- At least three courses numbered 400 or higher in residence.
- One or two semesters at an approved program in Germany or Austria.
- Comprehensive examination for majors in their senior year: A passing grade of “ausreichend” (*satisfactory*) on the Goethe Institute’s Zentrale Mittelstufenprüfung international German language exam.

## THE MINOR

The minor in German requires a minimum of 28 credits:

- GERM 201, 202 Second-Year German. (8 credits)
- GERM 301, 302 Third-Year German. (8 credits)
- Three courses in German studies numbered 400 or higher and/or courses from approved off-campus study centers. (12 credits)
- At least two courses number 400 or higher in residence.
- One or two semesters at an approved program in Germany or Austria.
- Comprehensive examination for minors in their senior year: A passing grade of “ausreichend” (*satisfactory*) on the Goethe

Institute’s Zentrale Mittelstufenprüfung international German language exam.

Courses must be taken in sequence, i.e., GERM 101-102, 201-202, 301-302. While a student might enter the sequence at a level beyond GERM 101, no student can subsequently receive credit for a course lower in the sequence than the highest numbered course already completed. This regulation does not apply to courses beyond GERM 302. Students entering above GERM 202 will first complete the 301-302 sequence. Those who begin at the third-year level (GERM 301-302) are exempt from 8 credits of the major or minor program requirements. These exempted credits apply only to the major or minor, not to the total credits required for graduation.

## Advanced Placement in German

Students who score a three receive 4 credits for GERM 201; those who score a four or five receive 8 credits for GERM 201 and 202.

## Departmental Honors

Students in German will be awarded honors upon passing the appropriate examination of the Goethe Institute of the Federal Republic of Germany, either “Das kleine deutsche Sprachdiplom,” or “die Zentrale Oberstufenprüfung.” An internationally recognized diploma will be issued by the Goethe Institute upon successful completion of all requirements.

## Single-Subject Teaching Credential

The German Department is currently in the process of applying for approval by the State of California Commission on Teacher Credentialing of its teacher preparation program. Until approval is granted, students must pass the PRAXIS and SSAT exams. Once the program is approved, the PRAXIS and SSAT exams will not be required for those who successfully complete the approved program. Students who wish to be certified to teach German should meet with an advisor in the German Department for guidance and information. Most students complete the teacher preparation program,

including student teaching, during a fifth year after graduation.

**COURSE DESCRIPTIONS (GERM)**

**101–102 First-Year German. Fall (4), Spring (4).**

Practice in understanding and speaking German of moderate difficulty. Introduction to the contemporary civilization and culture of German-speaking peoples. Presentation of major grammatical aspects of the structure of the language. For beginners only. Four hours of instruction, one hour of on-line language laboratory.

**150, 250, 350 Keeping Up Your German. Fall (1), Spring (1).**

An atmosphere of congenial, loosely structured conversations in German, spiced by occasional native-speaker guests. Designed to maintain and refresh oral skills. Prerequisite: permission. May be repeated once for degree credit. Offered as needed. CN only.

**160 Seminar in German Studies. May Term (3).**

Open to all students, this course covers various topics of German civilization, focusing on key issues, places, events, periods, and movements in German history and culture. Usually offered as a travel course. Topics vary. Does not count toward German major or minor. Prerequisite: Instructor permission. Offered as needed. CN only.

**201–202 Second-Year German. Fall (4), Spring (4).**

Practice of oral and written language skills. Presentation and study of various aspects of German civilization and culture. Continued study and review of grammatical structures; listening practice in on-line language laboratory. Prerequisite: GERM 102 or permission.

**301-302 Third-Year German. Fall (4), Spring (4).**

A year-long, two-semester course required for both the major and minor with emphasis on written and oral presentations and discussions. These courses encompass readings in literature, history, and culture, an introduction to translation skills as well as a review of essential points of grammar. Prerequisite: GERM 202 or permission. Offered as needed.

**401 Survey of German Literature. Fall (4).**

Survey of German Literature with emphasis on literary movements and genres as related to historical events and cultural developments. Prerequisite: GERM 302. Offered as needed.

**404 Germany Today. Fall (4), Spring (4).**

Survey of present-day German society. Topics selected are current issues as highlighted in contemporary German media. Prerequisite: GERM 302. Offered as needed.

**415 Practice in Translation. Spring (4).**

Introduction to the specialized skill of professional translation and writing. Texts of a variety of styles will be assigned with an emphasis on developing competent, idiomatic writing. Prerequisite: GERM 302 or permission. Offered in alternate years.

**445 Topics in German Literature. Fall (4), Spring (4).**

Varied topics in German literature covering specific genres or periods. Readings, lectures, discussions, and written and oral reports completed in German. Prerequisite: GERM 302. May be repeated for degree credit given a different topic, for a maximum of 8 credits. Offered as needed. NU only.

**Salzburg Courses**

The following courses are only offered at the University's study abroad program in Salzburg, Austria. For additional information on this program, please see the Off-Campus Study section of this *Catalog*.

# German

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## **101S–102S First-Year German (Salzburg). Fall (4), Spring (4).**

Study of basic elements of the German language for beginning students. Emphasis on development of skills enabling students to understand and speak German of moderate difficulty, focusing on the elementary grammatical structures and a core vocabulary needed for use in conversations and interactions in Salzburg. Prerequisite for GERM 102S: GERM 101.

## **125S Cultural Traditions of Salzburg (Salzburg). May Term (3).**

An interdisciplinary examination of the history, customs, and environs of Salzburg. Selected texts provide background for classroom lectures and discussion as well as on-site visits. Basic German language instruction is included as are a possible family-stay weekend and a week's visit to Vienna. NU and EV only. Offered as needed.

## **201S–202S Second-Year German (Salzburg). Fall (4), Spring (4).**

Continued study and review of basic elements of the German language and grammatical structures while developing a core vocabulary of words and phrases for use in conversations and interactions in Salzburg. Exercises in reading, writing, listening, and speaking. Differences in learning styles, customs, and traditions between Americans, Austrians, Germans, and other Europeans will be explored. Prerequisite for GERM 201S: GERM 102 or permission. Prerequisite for GERM 202S: GERM 201 or permission.

## **350S Third-Year German (Salzburg). Fall (4), Spring (4).**

Third-year level study and practice of reading, writing, and conversation. Tailored to take advantage of the cultural and linguistic resources in Salzburg. Prerequisite: GERM 202 or permission.

## THE FACULTY

**Graeme Auton**  
**Robert J. Jackson**  
**Barbara J. Morris**  
**Michael Ng-Quinn**  
**Arthur G. Svenson**  
**Renee Van Vechten**  
**Edward Wingenbach**  
**Steven Wuhs**

## THE MAJOR

The major in government consists of a minimum of 44 credits. GOVT 111 and 123 are required and must be completed before the junior year. In addition, students must complete the following requirements:

1. The Study of Politics: GOVT 200
2. American Politics: one course from 301–308, 360
3. Comparative Politics: one course from 217, 236, 320, 322-330, 362
4. International Relations: one course from 242, 344–351, 364
5. Political Theory: one course from 310–319, 321, 361
6. Advanced Seminars: two courses from GOVT 400–440

With prior approval of their academic advisors and the Government Department chair, students may count upper-division courses offered by other departments, off-campus coursework (such as Washington Semester or foreign study programs), internships, and individualized study courses for up to 12 credits toward the major.

Students who plan to major in government should work closely with their advisors to select appropriate courses outside the department to expand the breadth of their education. Of particular importance as foundations are HIST 122, ECON 250 and/or ECON 251, SOAN 100, statistics, and courses in writing and speech.

Since government courses are an integral part of the international relations major, students are not permitted to major or minor in both government and international relations.

## Social Science Program

This is a program for students planning to teach government or social science at the secondary school level. Information on the program, approved by the California Commission on Teacher Credentialing, is available from the Government Department office. Prospective credential candidates must coordinate advising with the coordinator of the program in the government department and the School of Education.

## THE MINOR

A minor in government consists of a minimum of 24 credits in the department and must include GOVT 111 and 123.

## Advanced Placement in Government

Students receiving scores of four or above on an AP American Government Examination may enroll in upper-division government courses from GOVT 300–308, or 360; those who receive a grade of 3.0 or higher in that course will be given credit for GOVT 111. Students receiving scores of three or above on an AP Comparative Politics examination may enroll in government courses from GOVT 320, 322-352, 362, 364; those who receive a grade of 3.0 or higher in that course will receive credit for GOVT 123.

## Departmental Honors

All senior majors having a cumulative departmental average of 3.45 or better are eligible to apply for admission to the honors program. Applicants must submit a thesis proposal; if the proposal is approved by the department, the student is eligible for honors upon completion and successful defense of the thesis. Interested students should enroll in GOVT 455 Honors Symposium.

## Capstone

To meet the University's capstone requirement, government majors must complete two advanced seminars in the department.

## Related Programs

Government students who are interested in prelaw or the international relations major

# Government

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should consult the appropriate sections in this *Catalog*.

## COURSE DESCRIPTIONS (GOVT)

### **111 American National Government and Politics. Fall (4), Spring (4).**

Introduction to the dynamics of government and politics in the United States and analysis of major contemporary public policy problems.

### **123 Introduction to World Politics. Fall (4), Spring (4), May Term (3).**

The principal problems facing the world community and its constituent states and nations, especially crisis areas. A basic introduction to international relations and/or comparative politics and a guide to fuller understanding of current events and the conceptual issues that help students to understand them.

### **200 The Study of Politics. Fall (4), Spring (4).**

Overview of approaches to the study of politics. Students develop skills necessary to read, assess, and produce works of social science. Coursework involves analytic reviews of monographs and articles, production of literature reviews, and the development of an independent research proposal. Prerequisites: GOVT 111 and GOVT 123. NU and EV only.

## American Politics

### **301 California Politics. Spring (4), May Term (3).**

A three-part course. The first part focuses on the current political environment in California, learning who the representatives are and how the system works, the second portion centers on reflection upon the past, and in the last section students study how California's institutions have formed and evolved over the years. Prerequisite: GOVT 111.

### **302 Political Parties and Elections.**

#### **Fall (4), Spring (4), May Term (3).**

Traces the development of American political parties and elections in the United States; evaluates each as representative institutions, and assesses their impact on the electorate and policy process. Prerequisite: GOVT 111. Offered in alternate years. NU and EV only.

### **303 Public Policy.**

#### **Fall (4), Spring (4), May Term (3).**

Thorough investigation into public policy in the United States. Examination of the making of policy through a combination of theoretical models and substantive case studies. Organized around two major questions: what is the policy making process in the U.S.? And who controls this process? Prerequisite: GOVT 111. Offered in alternate years.

### **304 Congress. Fall (4) or Spring (4).**

Role of Congress in the American political system, focuses on historical development; rules, procedures, structures; and legislative behavior. Questions how Congress works and why individual members of Congress function as they do. Prerequisite: GOVT 111.

### **305 Sex, Power, and Politics.**

#### **Fall (4), Spring (4), May Term (3).**

Examination of the impact of gender upon power relations and politics in the United States. Addresses the central dilemma of modern feminist thinking: the need to make gender both matter and not matter at the same time. Inherent to the course is discussion of the interrelationships among gender, class, race, power, and politics. Prerequisite: GOVT 111. Offered in alternate years.

### **306 Constitutional Law:**

#### **National and State Powers. Fall (4).**

Examination of governmental powers focusing primarily upon the Supreme Court's interpretation of constitutional language contained in Articles I, II, III, VI, and Amendment X; the relationships among legislative, executive, and judicial powers, as well as the nexus between national and

state powers, are extensively explored. Prerequisite: GOVT 111.

### **307 Constitutional Law: Liberty and Authority. Spring (4).**

Analysis of the Supreme Court's interpretation of both substantive and procedural rights as they are outlined in the Bill of Rights and are applied to state governments. The ever-present tension between individual rights and social responsibility serves as the thematic framework. Prerequisite: GOVT 111.

### **308 American Presidency. Fall (4) or Spring (4).**

The operations of the modern presidency given the constraints and opportunities provided by the U.S Constitution and other political, economic, and cultural factors. Prerequisite: GOVT 111.

### **360 Special Topics in American Government. Fall (4), Spring (4), or May Term (3).**

Selected intermediate topics in American government chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic. Prerequisite: GOVT 111. Offered as needed.

## **Comparative Politics**

### **222 Asian Politics and Development. Fall (4).**

The historical background and contemporary development of selected Asian countries, especially China and Japan, emphasizing the political framework within which development strategies are proposed, debated, and implemented. The Chinese revolution and its effects on subsequent political and economic development are put into perspective. Prerequisite: GOVT 123 or permission.

### **223 The Chinese State. Spring (4).**

Using China as an example, we examine how a state reproduces itself through increasing its capacity and strengthening its cohesiveness. Topics include definitions of state, its

origins, normative order, material and institutional capacity, penetration of and responses to society, integration and disintegration, elite, political participation, and external environment. Prerequisite: GOVT 123 or 222 or permission. Offered as needed.

### **236 Ethnicity and Ethnic Conflict. Fall (4) or Spring (4).**

Investigation of the social and political connections between modernization and the emerging politics of ethnicity on a worldwide scale. Examination of several current examples of ethnic conflict and exploration of several theoretical approaches to race, ethnicity, nationality, and the modernization process. Review of various ethnic and anti-ethnic political movements in the United States and worldwide. Prerequisite: GOVT 123 or SOAN 100 or permission. Cross-listed with SOAN 236. Offered in alternate years.

### **320 Governments and Politics of Europe. Spring (4).**

The organization, functioning, political behavior, and contemporary problems of major European governments and European intergovernmental regimes and organizations. Prerequisite: GOVT 123.

### **322 Political Change. Fall (4), Spring (4), or May Term (3).**

The 20th century saw dramatic processes of political restructuring—including revolutions, democratic breakthroughs, and authoritarian reversals. This course introduces and employs contemporary theoretical approaches to examine and compare these macro-level processes of political and economic change (including case studies from Latin America, Eastern and Western Europe, and sub-Saharan Africa). Prerequisite: GOVT 123. Offered in alternate years.

### **328 Comparative Politics. Fall (4).**

Exploration of the basic concepts, theories and debates in the sub-field of comparative politics. The goals are to understand the methods and skills required for comparing political systems, to evaluate and critique various approaches in comparative politics,

# Government

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and to do theoretical and empirical comparisons of contemporary global problems such as revolution, development, political change, and integration. Prerequisite: GOVT 123 or permission.

## **330 Latin American Politics and Development. Spring (4).**

Introduction to the dynamics of politics in Latin America and contemporary issues of concern. Examination of political stability and recent trends toward democratization. Assessment of the success and/or failure of the different types of political systems in 20th-century Latin America, focusing on the role of landowners, the military, political parties, labor unions, and the church. Prerequisites: GOVT 123 or permission. Offered as needed.

## **362 Special Topics in Comparative Politics. Fall (4), Spring (4), or May Term (3).**

Selected intermediate topics in comparative government chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic. Prerequisite: GOVT 123. Offered as needed.

## **International Relations**

### **242 Asian International Relations. Spring (4).**

History and structures of international relations in Asia since World War II. The Cold War, the Chinese civil war, U.S. involvement, the Korean War, and the conflict between China and Vietnam. Foreign policies of China, Japan, the two Koreas, the United States, and the former Soviet Union and Russia. Prerequisite: GOVT 123 or permission.

### **344 International Law and Organization. Spring (4).**

Various forms of the quest for world order, emphasizing issues of international law and the structure and functioning of intergovernmental organizations, including the United Nations. Prerequisite: GOVT 123.

### **346 Foreign Policies of Russia and the Former Soviet States. Fall (4).**

The first part of the course is an overview of the Soviet Union's foreign policy from 1917–1991. The second part is an examination of the international ramifications of the break up of the Soviet Union and discusses the diverse foreign policy objectives (and circumstances) of the newly independent states of the former Soviet Union, concentrating on Russia. Prerequisite: GOVT 123.

### **350 American Foreign Policy. Fall (4).**

How to analyze American foreign policy. Variables discussed include idiosyncrasy, roles, perception and misperception, political culture, interest groups, the media, public opinion, bureaucratic behavior and politics, decision-making, multiple advocacy, the Congress, the international system, and international political economy. Prerequisite: GOVT 123 or permission.

### **351 Issues in American Foreign Policy. Spring (4).**

Selected problems and issues of U.S. foreign policy in a post-Cold War world. Focus on such topics as the consequences of the break-up of the Soviet Union, nuclear proliferation, the future of U.S. relations with “traditional” allies in Europe and Asia, the evolving American relationship with the Third World, and the future circumstances of U.S. foreign economic policy. Prerequisite: GOVT 123.

### **364 Special Topics in International Relations. Fall (4), Spring (4), or May Term (3).**

Selected intermediate topics in international relations chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic. Prerequisite: GOVT 123. Offered as needed.

## **Political Theory**

### **210 Politics and Morality. May Term (3).**

Intensive study of selected contemporary political dilemmas from theoretical and ethical perspectives. Students will learn to



analyze political controversies, become familiar with the theoretical assumptions behind the problem, and develop and vigorously defend coherent positions. Persuasive writing and debate emphasized. Offered as needed.

### **310 Classical Political Thought. Fall (4).**

Intensive reading of the political texts forming the foundation of the Western tradition of political philosophy. Emphasis on ancient Greek thought, particularly Plato, Aristotle, and Sophocles, with some survey of Roman, medieval, and/or Confucian political thought.

### **314 Modern Political Thought. Spring (4), Summer (4).**

Origin, defense, and criticism of capitalistic democracy and political liberalism. Original works of such theorists as Hobbes, Locke, Madison, Rousseau, Mill, Marx, and Lenin.

### **317 Feminist Political Theory. Fall (4) or Spring (4).**

Survey of the philosophical/theoretical approaches taking gender as central to the analysis, investigation, and explication of politics and political phenomena. Topics may include the social construction of gender, power, and identity; oppression and liberation; feminist legal theory; women and democracy; gender and race; etc. Offered in alternate years.

### **318 American Political Thought and Practice. Fall (4) or Spring (4).**

Examination of both the distinctly American forms of political philosophy and theoretical approaches analyzing the practice of American politics. Readings include primary texts (particularly the founding), normative theory, and interpretive approaches. Topics may include the Constitution, equality, individualism, pluralism, pragmatism, race and gender in American politics, and citizenship.

### **319 Contemporary Political Theory. Fall (4) and Spring (4).**

Survey of the major ideas and approaches to political theory developed since 1900. Texts

and themes vary, but may include modern liberalism, political identity (theories of race, gender, ethnicity), morality, nihilism, justice and distribution, power, postmodernism, cultural studies, mass society, and/or ethics. May be repeated for degree credit. Offered as needed. NU and EV only.

### **321 Democratic Theory. Fall (4) or Spring (4).**

Examination of the historical development of, and current approaches to, the concept of democracy. Particular focus is given to contemporary debates about the meaning of participation, representation, deliberation, postmodernism, and the limitations of modern forms of democracy. Offered in alternate years.

### **361 Special Topics in Political Theory. Fall (4), Spring (4), or May Term (3).**

Selected intermediate topics in political theory chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 8 credits given a different topic. Offered as needed.

## **Advanced Seminars**

### **400 Advanced Seminar in American Politics. (4).**

Topics are announced in the Schedule of Classes. Prerequisite: at least one course from GOVT 301-308, 360.

### **402 Advanced Seminar in Public Law. (4).**

Topics are announced in the Schedule of Classes. Prerequisite: GOVT 450 and at least one course from GOVT 306-307.

### **410 Advanced Seminar in Political Theory. (4).**

Topics are announced in the Schedule of Classes. Prerequisite: at least one course from GOVT 310-319, 321, 361.

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## **420 Advanced Seminar in Comparative Politics. (4).**

Topics are announced in the Schedule of Classes. Prerequisite: at least one course in Comparative Politics.

## **440 Advanced Seminar in International Relations. (4).**

Topics are announced in the Schedule of Classes. Prerequisite: at least one course in International Relations.

## **455 Honors Research Symposium. Fall (2).**

Honors thesis preparation. Students produce an extensive literature review, develop a detailed proposal, and write the first chapter of their thesis. Peer-review and independent work required. Students whose proposals are approved by the department complete the thesis in spring. Passing this course does not guarantee approval of the proposal. CN only.

## **Elective**

### **485 Specialized Internship in Law. (2-4).**

A work-related experience, usually with a local law firm, that serves to enrich understanding of the law.

## THE FACULTY

Robert Y. Eng  
Kathleen Feeley  
William H. Foster  
John Glover  
Marjorie Hilton  
Kathy J. Ogren  
James A. Sandos  
David Tharp

## THE MAJOR

Students who choose to major in history must complete the following minimum requirements, usually in the sequence outlined:

1. **Four foundation courses**, ordinarily to be completed by the end of the sophomore year:  
HIST 101 World History to 1450  
HIST 102 World History since 1450  
HIST 121 American Civilization I  
HIST 122 American Civilization II
2. **Five electives**, at least two of which must be at the 300 or Theories and Methods level. Note that in choosing their five electives, majors must complete at least one course (at the 100, 200, or 300 level) in each of the following three areas of cultural or geographical focus: (1) Europe; (2) Asia; and (3) Africa, Latin America, or the Middle East. (HIST 272 America and Asia and HIST 274 Vietnam count as Asian focus.) In choosing their two remaining electives, majors may make their selections from among any of the Department's area, thematic, or topical options, including, of course, any of the available or appropriate 200 or 300 level offerings in American or U.S. history.
3. **Capstone experience**:  
HIST 450 Historiography and Research Seminar plus one of the following options:
  - a) HIST/SCSI 460 Senior Research Seminar (portfolio of written work from history classes required); or
  - b) Completion of an approved history

- honor project (see DEPARTMENTAL HONORS section below); or
- c) Completion of any one of the following research seminars: HIST 321, 343, 344, 352, 354, or 374. (Note that the courses listed here as research seminars may be taken either as 300 level electives or as research seminars but not as both.)

## THE MINOR

Students minoring in history must complete the following requirements, usually in the sequence outlined:

1. **Three foundation courses**, ordinarily to be completed by the end of the sophomore year, selected from the following:  
HIST 101 World History to 1450  
HIST 102 World History since 1450  
HIST 121 American Civilization I  
HIST 122 American Civilization II
2. **Four electives**, at least one of which must be at the 300 or Theories and Methods level. Note that in choosing their four electives, minors must complete at least one course (at the 100, 200, or 300 level) in each of the following three areas of cultural or geographical focus:  
(1) Europe; (2) Asia; and (3) Africa, Latin America, or the Middle East. (HIST 272 America and Asia and HIST 274 Vietnam count as Asian focus.) In choosing their remaining elective, minors may make their selection from among any of the Department's area, thematic, or topical options, including, of course, any of the available or appropriate 200 or 300 level offerings in American or U.S. history.
3. **Capstone experience**:  
HIST 450 Historiography and Research Seminar

## SOCIAL SCIENCE PROGRAM

History majors interested in careers teaching at the secondary school level are encouraged to complete, in conjunction with their studies in history, the social science program described in the Integrated Programs of Study section of this *Catalog*.

# History

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Students should coordinate their academic planning with their History Department advisor and with the School of Education.

## ADVANCED PLACEMENT IN HISTORY

1. **For AP scores of three** in U.S., European, or world history, the Department awards credit if and only if the student completes, with a final grade of 3.0 or higher, a non-introductory course in the same field (U.S., European, or world) as that in which the AP test was taken. Upon completing the non-introductory course on these conditions, the student will receive credit for both the non-introductory course and either HIST 122 (for U.S. APs) or HIST 112 (for European APs) or HIST 102 (for world history APs). For U.S. or European credit, the non-introductory course must be chosen from among field-related departmental offerings at the 300 level or above. For world history credit, the non-introductory selection should be made from among the following: HIST 277, 344, 352, 371, or any other appropriate, i.e. essentially global or cross-cultural, departmental offering approved by the Department Chair.
2. **For AP scores of four**, the Department awards four units of credit for each score presented. In U.S. history, credit is given for HIST 122. In European history, credit is given for HIST 112. In world history, credit is given for HIST 102.
3. **For AP scores of five**, the Department awards eight units of credit for each score presented. In U.S. history, credit is given for HIST 121 and 122. In European history, credit is given for HIST 111 and 112. In world history, credit is given for HIST 101 and 102.

## INTERNSHIPS

A limited number of internships are available for history majors. Contact the Department Chair for information.

## DEPARTMENTAL HONORS

A departmental honors program is available for exceptionally able and motivated students. Students with a cumulative U of R GPA of 3.45 or better may initiate an application to take the program. Alternatively, the Department may invite a student to apply. Interested students should consult with the Department Chair for information about the application procedure and requirements. The deadline for application is Monday of the fourth week of the first semester of the senior year.

## COURSE DESCRIPTIONS (HIST)

### Foundation Courses

#### **101 World History to 1450. Fall (4), Spring (4).**

Introductory survey of the principal world civilizations of the ancient, classical, and medieval eras, with emphasis on the major features and patterns of change of each civilization in a comparative framework, and cross-cultural interactions and exchanges. Also considered are non-traditional approaches to history, such as the feminist perspective.

#### **102 World History since 1450. Fall (4), Spring (4).**

Introduction to the chief themes or issues shaping world history from the European age of discovery through the end of the Cold War. Unavoidably selective, the course focuses upon the forces of modernization and change revolutionizing traditional world cultures and resulting in the interdependent, global system of today.

#### **121 American Civilization I. Fall (4), Spring (4).**

Major themes in the development of American culture and society from the colonial period to the Civil War are explored. Topics include colonization, the Revolutionary War, slavery, industrialization, the American Enlightenment, reform, the Civil War, geographic expansion, class, race, and gender.

## 122 American Civilization II.

**Fall (4), Spring (4).**

Major themes in the development of American culture and society from Reconstruction to the present. Topics include the “search for order,” the West, leisure, world wars, urbanization, political and social movements, radicalism, and class, race, and gender relations.

### Area Focus Courses

#### 111 European Civilization: Early

**Modern. Fall (4).**

Exploration of the profound transformation that occurred in European culture as it moved from its medieval configuration to the essentially modern form assumed by the end of the 18th century. Topics include the Renaissance, the Reformation, the Enlightenment, the birth of modern science, and the English and French revolutions.

#### 112 European Civilization: The 19th and 20th Centuries. Spring (4).

Development of European civilization from its 19th-century display of vigorous, commanding growth to its 20th-century expressions of uncertainty, fragmentation, and barbarity. Topics include the French and Industrial revolutions, Romanticism, the rise of radical social theory, the challenge of irrationalism, the savagery of totalitarianism, total war, and genocide.

#### 131 Latin American Civilization. (4).

Introduction to Latin America through analysis of selected social, economic, and political themes. Topics include the colonial heritage, economic dependency, a stratified society, the role of the church, the Latin American military, and the influence of the United States in the region. Offered as needed.

#### 141 Classical Asian Civilizations: China and Japan. Fall (4).

Study of the Chinese and Japanese civilizations before the encounter between East and West, and these civilizations’ philosophical,

material, and institutional contributions to world culture. Offered in alternate years.

#### 142 Modern Asian Civilizations: China and Japan. Spring (4).

China and Japan are traced from the height of empire through their respective transformations under the impact of Western imperialism to the present day. Offered in alternate years.

#### 151 The African Experience Before 1800. Fall (4) or Summer (4).

The history of sub-Saharan Africa before the era of European Imperialism. The diversity of African societies will be emphasized by exploring the relationships between geography, environment, and history across the continent. Topics include cultural ecology, ethnicity, Africa’s place in the Islamic world, and the Atlantic slave trade. Offered as needed.

#### 152 The Emergence of Modern Africa. Spring (4).

The history of sub-Saharan Africa from the end of the Atlantic slave trade to the present. Agency and the development of new African identities underscore an interdisciplinary examination of how Africa negotiated European colonization and the subsequent challenges of independence and neo-imperialism. Offered as needed.

#### 211 Political Extremism. Fall (4) or Spring (4) or May Term (3).

The radical left and the radical right from their 19th-century origins to the end of the Cold War. The ideas, personalities, and shifting social contexts shaping the development of Marxism, anarchism, fascism, and Nazism, as well as the varieties of neoradicalism emerging after World War II. Offered as needed.

#### 212 Eastern European Society and Culture 1945-Present. Spring (4).

Eastern Europe from post-World War II to the fall of the Berlin Wall in 1989 and beyond. Emphasis on social and cultural forces that held the Eastern bloc together

# History

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and those that led to its dissolution. Consideration of current opportunities and challenges facing Eastern Europe in the post-Soviet world. Offered as needed.

## **213 Imperial Russia. Fall (4).**

Russia from Peter the Great's drive to modernize Russia to the fall of the Romanov dynasty in 1917. Exploration of topics such as the autocracy, representation of political authority, social relationships, gender, intellectual thought and dissent, rural/urban life, and popular culture. Emphasis on the relationship between state, society, and culture. NU and EV only.

## **214 The Soviet Union, 1917-1991. Spring (4).**

The Soviet Union from the Bolshevik's rise to power in 1917 to the dissolution of the Soviet Union in 1991. Topics to be explored include state power and the legitimization of political authority, social relationships, gender, artistic/intellectual expression, dissent, daily life, mass culture, and Russia's relationship with the West. NU and EV only.

## **215 Soviet History at the Movies. May Term (3).**

This course uses films as historical documents to explore the Soviet experience. Emphasis on films that reflected and shaped politics, society, and culture. Themes: individual and state, individuality versus conformity, promises and discontents of revolution, ethnic and gender relations, Cold War and post-Soviet nostalgia. Films in Russian with English subtitles. Offered as needed. NU and EV only.

## **226 Native American History, 1600-Present. Fall (4).**

Survey of Native American history from the era of first contact with Europeans to contemporary controversies. Topics include the contesting of European colonization, the phenomenon of intercultural captivity, the "era of removal," battles over cultural assimilation, personal and collective identities, American Indian law, gender issues, and

tribal sovereignty. Offered in alternate years. NU and EV only.

## **231 Brazil. Spring (4).**

Brazil since 1500 is examined in light of the struggle between economic development and political democracy. Special emphasis given to treatment of Indians, foreign ideology and investment, African religions, and state building. Offered as needed.

## **232 Mexico. Fall (4).**

Analysis of Mexican history from the pre-Columbian era to the present, with heavy focus on the 19th and 20th centuries, especially the Mexican revolution and its aftermath. Offered as needed.

## **240 Modern China. Fall (4) or Spring (4).**

Survey of China from the founding of the Qing empire to the present: the zenith of the imperial-bureaucratic state in the 18th century, China's disintegration under the blows of Western aggression and internal rebellion, and the great political, social, and intellectual upheavals of the 20th century. Offered as needed.

## **241 Contemporary China: A Literary and Cinematic Perspective. May Term (3).**

Examination of the rapid transformation of society and values and the rebellion of the individual against the authoritarianism of state and family in contemporary China through the experiential media of fiction, memoirs, and films. Offered as needed.

## **242 Modern Japan. Fall (4) or Spring (4).**

How did Japan emerge from the ashes of World War II to become the world's second-largest economy? The answer begins with feudal Japan's disintegration under the impact of internal rebellion and Western imperialism, continues with Japan's rise to imperialist and militarist power, and culminates with the post-war economic miracle. Offered as needed.

## **260 Contemporary Problems. Fall (4), Spring (4), May Term (3).**

Introductory study of compelling contemporary problems any place on the globe, with an emphasis on how study of the past illuminates the present. Possible topics: the modern Middle East, issues in Native American history, modern Africa. May be repeated for degree credit given a different topic.

## **272 America and Asia. Fall (4).**

China, Japan, and Southeast Asia are regions of vital strategic and economic concern to the United States. Examination of past and present friction and cooperation, prospects for future harmony, mutual perceptions, and Asian contributions to the making of America.

## **273 Cyberculture and the Networked Society in the Information Age. Spring (4).**

The Information Revolution has ushered in a new age of transformative changes in social interactions, techniques of production and commerce, cultural modes and practices, and political institutions and processes. Examination of the impact of computers, the Internet, and the World Wide Web on human society and global culture. Offered as needed.

## **274 Vietnam. Fall (4).**

Reconstruction of the era through films, popular music, and political and military strategy documents, and social, economic, and political analysis made by contemporary writers. A special segment examines issues raised by the conflict and lessons learned for future military operations.

## **Historical Theories and Methods**

### **311 Europe: 1890–1945. Fall (4).**

The great upheavals and ordeals of Europe in the first half of the 20th century: the first and second World Wars, the rise of fascism and communism, the Third Reich and the Holocaust, and the collapse of Europe after Hitler's war. Offered as needed.

### **313 European Thought and Culture: 1870–1920. Spring (4).**

The revolution in consciousness out of which modern culture has grown. Key figures: Nietzsche, Freud, Picasso, Schoenberg. Key issues: the problem of knowledge, the question of the unconscious, the problem of creativity in an age threatened with cultural exhaustion. Offered as needed.

### **314 European Thought and Culture: 1945–Present. Spring (4).**

Philosophy, social theory, and literature in a world where the center won't hold and foundations slip. Key figures and movements: Camus and Sartre; Beckett and the theater of the absurd; Habermas and the Frankfurt School; Lévi-Strauss and the structuralists; Foucault, Derrida, and Cixous. Offered as needed.

### **315 Reds: the Bolshevik Revolution, 1917–32. Fall (4).**

Exploration of the 1917 Bolshevik revolution as a continuous process of political, economic, social, and cultural transformation. Consideration of the ideological inspiration for revolution; conditions in late Imperial Russia; the Soviet regime's attempts to reshape human nature, economy, society, and culture; and the turn to Stalinism in the late 1920s. NU and EV only.

### **321 Civil War and Reconstruction. Spring (4).**

Examination of the nation's greatest crisis. Topics include the diplomacy of the North and South, the economic and social changes wrought by the conflict, and the conflicting forces that affected Reconstruction in the South.

### **323 California. Spring (4).**

Evolution of California society traced from the arrival of Native Americans. Topics include the Spanish and Mexican colonization, Gold Rush, development of agri-business, industrialization, population growth, and the unique cultural and ethnic heritage

# History

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of the state. Primarily for teaching credential students.

## **325 Public History: Applications in American Life. Spring (4).**

Students apply historical methods locally, addressing such questions as how the past becomes history, who uses history in the local community, and how priorities are set in collecting and preserving the past. Students pursue individual projects involving direct experience with primary sources. Offered as needed.

## **326 Primary Witness in Women's History. Fall (4).**

Examination of four major kinds of primary documents used to reclaim and analyze United States women's history: diaries, correspondence, oral narratives, and autobiographies. Focus on the problems posed by private and public evidence in historical scholarship. Students also apply these methods to their own writings and research. Offered as needed. NU and EV only.

## **327 Modern African-American History. Spring (4).**

Study of African-American history from emancipation to the present. Topics include the struggle to incorporate freedmen into the American polity and market economy, the development of African-American communities, and cultural, economic, and political changes that proved most significant for 20th-century African-American history. Offered as needed.

## **329 Images of History. Spring (4).**

Study of American history from the 1840s to the present through use of documentary photographs. Offered as needed.

## **343 China Since 1949. Fall (4) or Spring (4).**

The People's Republic of China has undertaken some of the most spectacular social experiments the world has ever witnessed. Examination of the P.R.C.'s revolutionary roots, ideological foundations, social and institutional innovations, and changing rela-

tionships with the United States and the former Soviet Union. Offered as needed.

## **344 The Pacific Rim: Economic Dynamism and Challenge for America. Fall (4), Spring (4).**

The Pacific Rim is the world's most dynamic region, where the economic expansion of Japan, Taiwan, South Korea, Singapore, and Hong Kong is now matched by China and other Southeast Asian nations. Focus on historical and cultural sources of Asian economic strength and opportunities and challenges presented to the United States. Offered as needed.

## **352 Africa and the Atlantic Slave Trade. Spring (4).**

Examination of the central role of slavery and emancipation in the history of Africa and the Atlantic world from 1450–1900. While emphasizing the African experience, a consideration of the development of slave societies in the Americas will provide a comparative and more comprehensive view of the topic. Offered in alternate years.

## **354 Race and History in South Africa. Spring (4).**

An exploration of the major developments in South Africa that led to the creation of apartheid, or racial separation. African perceptions of European colonization, industrialization, urbanization, and land alienation are stressed. The course concludes with a look at the work of African nationalist leaders such as Mandela and Biko. Offered in alternate years.

## **360 Historical Problems. Fall (4) or Spring (4).**

In-depth treatment of selected topics in social, intellectual, economic, women's, and ethnic history. Possible topics: debating change in the modern American West, issues in Chicano history. May be repeated for degree credit given a different topic. Offered as needed.



## **371 Guerrilla Warfare in the 20th Century. Spring (4).**

Exploration of the strategies of rural and urban guerrilla warfare and counter-insurgency campaigns, and the impact of technological change on both. Select cases range from the Philippine Insurrection to Vietnam. Specialized topics include escape and evasion, prisoners of war, intelligence gathering, and national estimates and assessments of enemy strength. Prerequisites: HIST 274 with a 3.0 or higher and permission. Offered as needed. NU and EV only.

## **372 Consumer Culture in Global Perspective. Spring (4).**

Critical examination of the development of cultures of consumption throughout the world in the late-nineteenth and twentieth centuries. Review of major theoretical perspectives and issues in the study of consumption. Exploration of how material goods and consumption have signified the “modern” and constructed gender, sex, race, class, and nation. Offered as needed. NU and EV only.

## **374 Comparative Slavery. Spring (4).**

Systems of unfree and coerced labor in North America and the Caribbean examined in comparative historical perspective. Topics include the evolution of race-based slavery, the persistence and decline of indentured labor, convict labor, slavery among indigenous peoples, and interactions of racial, gender, and social hierarchies. Offered in alternate years. NU and EV only.

## **Historiographical Capstone Courses**

### **450 Historiography and Research Seminar. Fall (4), Spring (4).**

Historical research, writing, and analysis. Specific content may vary from offering to offering; in every case, concrete historical periods or issues are used as vehicles for examining questions of historical methodology and practice. Possible topics: slavery and race relations in the Americas, gender in the American West, war and economy in peasant societies. Prerequisites: prior course work in the major, junior or senior standing, and instructor’s permission. May be repeated for degree credit for a maximum of 12 credits.

### **460 Senior Research Seminar. Fall (4), Spring (4).**

Historical research, writing, and analysis. Specific content may vary from offering to offering; in every case, students are expected to complete major research projects reflecting advanced historiographical understanding and skill. Possible topics: California Indians, war and society. Ordinarily to be taken after HIST 450. Prerequisites: prior course work in the major and junior or senior standing. Completion of portfolio required. May be repeated for degree credit given a different topic.

# International Relations

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## THE PROGRAM DIRECTOR

Robert J. Jackson

## THE MAJOR

Majors are required to complete the equivalent of a fourth semester of a foreign language at the college level. Participation in an off-campus study program is strongly encouraged and usually can be scheduled for the junior or senior year. Students who wish to pursue a minor in economics, history, or foreign language should contact the program director.

Because government courses are an integral part of the international relations major, students are not permitted to major in both government and international relations.

The major consists of a minimum of 60 credits selected in consultation with one of the program directors or an advisor in the Department of Government. No more than fifty percent of the required units for any particular component of the international relations major (i.e., government, economics, history) can be satisfied through off-campus programs. Credits earned by international relations majors through the Washington Semester program are subject to this limitation.

The required distribution of credits is as follows:

### Government (28 credits)

- GOVT 123 Introduction to World Politics **and at least six of the following courses:**
- GOVT 111 American National Government and Politics
- GOVT 222 Asian Politics and Development
- GOVT 223 The Chinese State
- GOVT 236 Ethnicity and Ethnic Conflict
- GOVT 242 Asian International Relations

- GOVT 320 Governments and Politics of Europe
- GOVT 321 Democratic Theory
- GOVT 322 Political Change
- GOVT 328 Comparative Politics
- GOVT 330 Latin American Politics
- GOVT 344 International Law and Organization
- GOVT 346 Foreign Policies of Russia and the Former Soviet States
- GOVT 350 American Foreign Policy
- GOVT 351 Issues in American Foreign Policy
- GOVT 362 Special Topics in Comparative Politics
- GOVT 364 Special Topics in International Relations
- GOVT 420 Advanced Seminar in Comparative Politics
- GOVT 440 Advanced Seminar in International Relations

### History (16 credits)

- Four courses, at least two of which should be at or above the 200 level. The following are especially recommended: HIST 151, 152, 211, 212, 222, 231, 232, 240, 241, 242, 274, 277, 311, 313, 314, 316, 343, 344, 345, 352, 354, 371, and 460.

### Economics (16 credits)

ECON 250 and 251 are both required. The other two courses should be at or above the 200 level. The following are especially recommended: ECON 304, 307, 320, 321, 322, 323, 340, 355, 360, and 460 with approval.

### Business Administration

The following courses are not required but are recommended for those with a special interest in international business: ACCT 210, 220; BUS 310, 331, 335, 336, and 470.

# Latin American Studies

## THE DIRECTOR

Timothy Krantz

## THE FACULTY

Kimberly Welch

## THE ADVISORY COMMITTEE

Marianna Altrichter, Environmental Studies

Olga González, Spanish

Shana Higgins, Library

Lore Kuehnert, Liberal Studies

Ann Marie Leimer, Art and Art History

Amalia Llombart, Spanish

Laura Ramírez, Spanish

Eliza Rodríguez y Gibson, English

James Sandos, History

Sara Schoonmaker, Sociology and Anthropology

Peter Sherman, Environmental Studies

James Spickard, Sociology and Anthropology

Ivonne Vailakis, Spanish

Patricia L. Wasielewski, Women's Studies/Sociology and Anthropology

Steve Wuhs, Government

Latin American Studies is an interdisciplinary program that emphasizes both breadth and depth. The program draws upon courses in several academic disciplines so that students can gain a broad background in the historical, political, economic, sociological, cultural, artistic, and linguistic aspects of Latin America. Students also gain the ability to analyze materials from various perspectives, understand complex inter-relationships, and incorporate Latin American priorities and traditions of thought in a concentrated course of study. Both a major and minor are offered.

## SPANISH LANGUAGE REQUIREMENT

All students majoring or minoring in Latin American Studies must achieve communicative competence in Spanish. We require satisfactory completion of SPAN 202, or demonstrated proficiency in Spanish at this level, plus a semester abroad in a Spanish-speaking Latin American country or one semester in an internship requiring work in Spanish. A third year of Spanish (completion of SPAN 302) can be substituted for the study abroad or internship requirement.

## MAJOR REQUIREMENTS

The major in Latin American studies consists of ten (3 or 4 credit) courses.

### 1. Required Courses

There are four required courses for the major: LAST 101 Introduction to Latin American Studies

LAST 105 Physical Geography of Latin America

LAST 110 Cultural Geography of Latin America

LAST 495 Senior Seminar

Majors **must** complete a senior project on a topic related to Latin America as part of the requirement for fulfilling this seminar.

### 2. Concentration Courses

Majors must take six concentration courses. All of these are to be drawn from courses carrying the LAST designation or various interdisciplinary offerings provided by other departments each semester. A listing of these classes will be available in the departmental office each semester prior to advising.

- a. One of these **must** be a methodology course at the 200 level or above that will prepare the student for the senior project.
- b. Only 16 credits can come from any one department.
- c. At least three of the courses must be at the 300 level or above.
- d. Study abroad courses can be considered concentration courses.

# Latin American Studies

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## MINOR REQUIREMENTS

The minor in Latin American Studies consists of six (3 or 4 credit) courses.

### 1. Required Courses

There are three required courses for the minor:

LAST 101 Introduction to Latin American Studies

LAST 495 Senior Seminar

Either:

LAST 105 Physical Geography of Latin America *or*

LAST 110 Cultural Geography of Latin America

Minors are ***strongly recommended*** to complete a senior project on a topic related to Latin America as part of the requirement for fulfilling this seminar.

### 2. Concentration Courses

Minors must take three concentration courses. These are to be drawn from courses carrying the LAST designation or various interdisciplinary offerings provided by other departments each semester. A listing of these classes will be available in the departmental office each semester prior to advising.

- a. Minors are expected to take their department major's methodology course prior to the LAST senior seminar, particularly if they intend to complete a senior project related to Latin American Studies.
- b. Courses must span at least three different departments.
- c. Courses cannot double count toward the student's major.

## ADVISING

Both major and minor students must have a faculty advisor in the LAST program. They can choose from the Director, faculty in the program, or those on the Advisory Committee. Advisors will aid students in choosing a range of courses, fulfilling their respective requirements, and focusing on their concentrations. Students declaring either a major or minor will need to fill out a declaration form with the Director.

## INTERNSHIPS

A semester-long internship or service learning project can count towards the completion of the major or minor. Students should consult with their Latin American Studies advisor or the Director, who can aid them in finding and/or setting up their internship. Internships need to be focused upon some aspect of Latin American society, language, or culture. If conducted in Spanish, the internship will count toward the Spanish Language Requirement.

## STUDY ABROAD

A semester-long program of study abroad is ***encouraged*** for all majors and minors. Completion of a University-approved program in a Latin American country can count toward the Spanish Language Requirement and can provide concentration courses. Students should consult their Latin American Studies advisor, the Director, and the University's office for Study Abroad for program options.

## SENIOR PROJECT

The senior project is required for majors and encouraged for minors. The senior seminar provides the structure for writing up the project. Research and data collection might occur both prior to and during this semester, perhaps during a student's internship or study abroad experience. The senior project allows students the opportunity to do in-depth and/or original research on a topic related to Latin America and their own concentration-focus and to work one on one with faculty in the LAST program. Students can select topics as early as the second semester of their junior year, choose faculty to work with, develop a research plan, complete their data/information collection, and be prepared for taking the seminar in the final semester of their senior year.

## SUGGESTED METHODOLOGY COURSES

Each major student must take a methodology course at the 200 level or above as part of their completion of the concentration. Students are encouraged to take the methods course that is most relevant to the develop-

ment and completion of their senior project. Students should consult with their Latin American Studies advisor and/or the Director to determine which course is best and when it is offered. It is desirable for students to take this methodology course sometime during their junior year or before. Note: these courses might have prerequisites, so students should plan accordingly. The following are some suggested courses, but are not a complete list of those that may count for this requirement. Consult the faculty or Director if you have questions.

- ECON 200 Introduction to Statistical Methods
- ENGL 201 Analysis of Literature
- EVST 110 Introduction to Spatial Analysis and GIS (with application of GIS to a Latin American project)
- EVST 235 Environmental Impact Assessment (with a focus on a Latin American environmental research topic)
- EVST 399 Research Methods in Environmental Scientists (with a focus on a Latin American environmental research topic)
- GOVT 200 The Study of Politics
- HIST 450 Historiography and Research Seminar
- LAST 325 Theories and Methods for Latin American Cultural Analysis
- SOAN 300 Research Methods in the Social Sciences
- SOAN 301 Fieldwork and Ethnographic Methods
- SOAN 304 Survey Research Methods
- SPAN 410 Introduction to Spanish Linguistics
- WMST 320 Mediating Cultures: Latina Literature
- WMST 330 Feminist Research Methods

## CROSS-LISTED COURSES

Students in the Latin American Studies major and minor put together their programs of study through a combination of courses carrying the LAST designation and various cross-listed classes that help them focus their concentrations. The courses below give an idea of the breadth of classes available. An up-to-date list is available each semester in the office of Latin American Studies. Please

consult the Director if you have questions.

- ART 201 Visual Traditions: Ritual, Ceremony and the Sacred in the Americas
- ART 203 Space and Place: Contested Sites
- ART 204 Ritual and Belief
- ART 205 Technology and Material: Word and Image in the Americas
- ART 324 Art and Identity: Land, Body and Nation in Chicana/o Art
- ART 326 Modernidad y Modernismo/Modernity and Modernism
- ECON 321 Economic Development
- ECON 322 International Trade
- ECON 323 International Finance
- EVST Applicable topics courses approved by Director
- GOVT 229 Field Experience: Exploring South America
- GOVT 322 Political Change
- GOVT 330 Latin American Politics and Development
- GOVT 420 Advanced Seminar in Comparative Politics (focus on Latin America)
- HIST 131 Latin American Civilization
- HIST 232 Mexico
- JNST Integrated Seminar in Oaxaca and Guatemala
- JNST Cinemas of the African Diaspora
- REST 340 Race and Empire
- SOAN 257 Latin American Societies and Cultures
- SOAN 260 Development and Change in the Americas
- SPAN 360 Travel/Study in Ecuador
- SPAN 412 Advanced Grammar and Composition
- SPAN 440 Spanish American Narrative
- SPAN 441 Hispanic Women Novelists
- SPAN 450 Hispanic Poetry: Genres
- SPAN 452 Hispanic Theater
- WMST 250 Women and Popular Protest in Latin America
- WMST 320 Mediating Cultures: Latina Literature
- WMST 325 Women, Writing and Resistance

# Latin American Studies

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## COURSE DESCRIPTIONS (LAST)

### **101 Introduction to Latin American Studies. Fall (4).**

Taking as point of departure the contact of different cultures in Latin America, this course is an introduction to the diverse cultural and historical experiences of the continent with a special emphasis on how the Latin Americans have historically seen themselves and thought of themselves. Introduction to the Latin American Studies faculty and their areas of expertise.

### **102 Latin American Dance. Fall (4).**

The history, steps, and techniques of dances from Latin America including the salsa, merengue, and Argentine tango. Students also explore the role of each dance in Latin American cultures as expressed through film and literature. Finally, they will reflect on the body as an expression of culture, their vision of each dance, and the spiritual and emotional elements of dance. Prerequisite: permission of instructor. Not regularly offered.

### **105 Physical Geography of Latin America. Fall (4).**

Exploration of the physical and natural resources of Latin America by examination of lithospheric, atmospheric, climatic, and biological processes. The course provides a broad overview of natural resources and environments of Latin America. This course complements LAST 110—Cultural Geography. Offered in alternate years. NU and EV only.

### **110 Cultural Geography of Latin America. Spring (4).**

This course provides an overview of the indigenous peoples and nation states of Latin America. The course will examine the human adaptability of indigenous peoples to the natural environments introduced in LAST 105—Physical Geography of Latin America, and will survey the sociopolitical groups of the region. This course complements LAST 105, together providing a broad overview of the people, cultures, and environments of Latin America. NU and EV only.

### **120 Sex and Sexuality in Latin America. Fall (4).**

Eroticism is a mixture of life, love, and pain. It is a reflective and enriching form of arousal that changes through time and across cultures. This course will examine Latin American images of sex and sexuality to understand the shifting boundaries of sexuality between cultures. NU and EV only. Offered in alternate years.

### **130 Latin American Literature in Translation. Fall (4).**

Exploration of the main traits of leading Twentieth-Century Latin American literature. Exploration of changes in the nature of literature that reflect changes in the way Latin Americans think of themselves and their own societies.

### **131 Introductory Topics in Latin American Studies. Fall (4), Spring (4), or May Term (3).**

Introduction to basic themes, currents of thought, and issues in Latin American intellectual, political, social, or cultural criticism. May be repeated for degree credit given a different topic. Offered as needed.

### **140 Race, Ethnicity, and Gender in Latin American History. Fall (4).**

Examination of the economic, political, and cultural factors that shaped the historical construction of race, ethnicity, and gender in modern Latin America. Analysis of how different social and political mass movements influenced the evolution of racial/ethnic identity and gender roles.

### **150 History of Race in the Americas. Spring (4).**

Focus on the social and cultural construction of race in North America and Latin America. Analysis of the predominance of the eugenics movement, ethnocentrism, misogyny, racial discrimination, and violence defined within the Americas during the Nineteenth and Twentieth Centuries. Offered in alternate years.

## **151 History of Latin American Cinema. Fall (4), Spring (4), May Term (3).**

Focus on how the evolution of Latin American cinema reflects the social, political, and cultural issues faced by Latin American societies through its representations of popular culture. Offered as needed.

## **160 Special Topics. Fall (4), Spring (4), May Term (3).**

Topics of current interest in Latin American Studies. May be repeated for degree credit, given a different topic, for a maximum of 8 credits.

## **230 Black Women Writers of the Americas. Spring (4).**

Analysis of the socioeconomic, cultural, racial, and political topics explored in the literature of Twentieth-Century Black women writers of the African Diaspora. Examination of autobiographical, poetry, fiction, and prose writings by such authors as Jamaica Kincaid, Audre Lourde, Paule Marshall, Edwidge Dandicat, Alice Walker, and Toni Morrison. Offered in alternate years.

## **240 Women in Latin American History. Spring (4).**

Explores how contemporary historical scholarship analyzes the influence of women in the development of nation, culture, politics, economy, and identity in Latin America from the pre-Columbian era to the present. Also examines how Latin Americans develop their own perceptions regarding their lives through the lenses of gender, class, ethnicity, and sexuality. Offered as needed. NU and EV only.

## **260 Topics in Latin American Studies. Fall (4), Spring (4).**

Diverse topics in Latin American studies dealing with either specific themes, currents of thought, or any other economic, political, social, or cultural manifestation coming from Latin America. May be repeated for degree credit, given a different topic, for a maximum of twelve credits. Offered in alternate years.

## **310 The Making of Modern Mexico. Spring (4).**

Examination of the social and cultural development of Mexican society from the inception of the Mexican Revolution in 1910 to the Chiapas rebellion of the 1990s. Focus on the impact of political mobilization, social reform, revolutionary change, gender roles, regionalism, ethnic identity, and armed struggle in the creation of the modern Mexican nation. Offered as needed.

## **325 Theories and Methods for Latin American Cultural Analysis. Fall (4).**

An introduction to contemporary critical theory and methodology. We will survey major trends and clarify analytical concepts to explore how those approaches transform our understanding of contemporary Latin America. Major contemporary Latin American theorists are included in this approach.

## **333 “Drug Wars” in the Americas. Fall (4), Spring (4).**

Exploration of the social control of drug use, both formal and informal focusing on the Americas. The historic and contemporary development of U.S. drug laws is a focus as is international cooperation and policies that deal with controlled substances. We look at ways drugs, drug distribution and consumption are molded by our cultural practices and, in turn, how they help construct our ever-changing vision of culture, particularly in an increasingly global society. Prerequisites: LAST 101 or SOAN 100 or 102, or GOVT 111 or 123. Offered as needed. NU and EV only.

## **360 Advanced Topics in Latin American Studies. Fall (4), Spring (4).**

Interdisciplinary approaches to key issues, periods, personalities, movements, or tendencies in Latin American intellectual, political, social, or cultural history. Topics chosen tend to be examined from a cultural studies perspective. May be repeated for degree credit, given a different topic, for a maximum of 12 credits. Offered in alternate years.

**495 Senior Seminar. Spring (4).**

Detailed and critical study of a special period, authors, social, and political tendencies, ethnic groups, or any other problem pertaining to Latin American history, society, and culture. Prerequisite: LAST 101.



## THE PROGRAM DIRECTOR

**John Glover**

Liberal Studies is an interdisciplinary major for students interested in teaching grades K-8. The major in Liberal Studies meets the California Commission on Teacher Credentialing (CCTC) standards for breadth and depth of knowledge, as well as integration of early field experience.

Under federal *No Child Left Behind* legislation, students completing CCTC-approved elementary subject matter competency programs are no longer exempt from taking a subject matter exam for admission to a teaching credential program, so the coursework in the Liberal Studies major is designed to prepare students for the multiple subjects test in the California Subject Examination for Teachers (CSET; formerly MSAT, or Multiple Subject Assessment for Teachers).

Students complete coursework in seven content areas for subject matter breadth, a minor for disciplinary depth, and field experience courses linked to content areas. Students who do not intend to pursue a teaching credential may replace the classroom-based field experiences with a relevant internship and may complete a Senior Thesis in place of the capstone course.

Students do not automatically earn a teaching credential by completing the B.A. in Liberal Studies; however, all current course prerequisites for admission to the teaching credential program in the university's School of Education are satisfied within the Liberal Studies major, and required coursework prepares students for the CSET multiple subjects test.

Academic advising for undergraduate students interested in becoming K-8 teachers is coordinated through the Liberal Studies program in the College of Arts and Sciences. Students who plan to be K-8 teachers should seek early advising by the Liberal Studies Program, followed by consultation with the School of Education.

## MINOR REQUIREMENT

By selecting and completing a minor, Liberal Studies majors develop a strong understanding of the conceptual foundations of at least one subject area in depth, as well as an understanding of how knowledge is created and organized in that subject. Students are encouraged to select a subject area for the minor that will provide the foundation for supplementing a multiple subject teaching credential (for teaching a single subject at the secondary level) or open a pathway into a second profession outside the field of education.

The course of study is subject to the guidelines set forth by the program in which the minor is taken. The minor must be declared before registration for the junior year. Students may elect a double major in place of the minor.

## MAJOR REQUIREMENTS

All courses for the Liberal Studies major must be completed with a grade of 2.0 (C) or higher. With the exception of Field Experience courses, all major subject requirements must be fulfilled with 3 credits of coursework.

Students with recommended placement in advanced courses in any discipline are encouraged to enroll accordingly.

All course substitutions or equivalencies for major courses must be approved by the Liberal Studies Program Director; students should contact the Liberal Studies Program office regarding suitability of specific courses in each subject area.

As university curriculum is developed, courses other than those listed below may satisfy major requirements. Please contact the Liberal Studies Program office for advising regarding courses in each subject area.

### Literature

**One (1) course which addresses literary concepts and conventions, genres, and the interpretation of texts:**

AST 111 Introduction to Chinese Literature  
ENGL 121 Introduction to British Literature

# Liberal Studies

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ENGL 130 Introduction to American Literature

ENGL 201 Analysis of Literature

ENGL 156 Native American Literature

ENGL 216 Poetry East-West

ENGL 340 Chicana/o Poetry

*Or equivalent (including transfer) course*

## History

### One (1) Early World History/Ancient Civilizations course:

HIST 101 World History to 1450

HIST 141 Classical Asian Civilizations:  
China and Japan

HIST 151 The African Experience Before 1800

*Or equivalent (including transfer) course*

### One (1) Later World History/Medieval-Modern Times course:

HIST 102 World History Since 1450

HIST 111 European Civilization: Early Modern

HIST 112 European Civilization: The 19th and 20th Centuries

HIST 131 Latin American Civilization

HIST 142 Modern Asian Civilizations:  
China and Japan

HIST 152 The Emergence of Modern Africa

HIST 213 Imperial Russia

HIST 214 The Soviet Union 1917-1991

HIST 231 Brazil

HIST 232 Mexico

HIST 240 Modern China

HIST 242 Modern Japan

HIST 352 Africa and the Atlantic Slave Trade

HIST 274 Vietnam

HIST 277 Imperialism

HIST 315 Reds: The Bolshevik Revolution

HIST 343 China Since 1949

*Or equivalent (including transfer) course*

### Two (2) U.S. History courses:

HIST 121 American Civilization I

HIST 122 American Civilization II

HIST 224 American Constitutional History

*Or equivalent (including transfer) course*

## Science

### One (1) course in the biological/life sciences:

BIOL 102 Environmental Health

BIOL 106 The Nature of Life

BIOL 107 Concepts of Biology

BIOL 108 Nature Study

BIOL 109 Contemporary Issues in Ecology

BIOL 331 Ecology

BIOL 332 Nutrition

BIOL 337 Vertebrate Anatomy

BIOL 344 Human Physiology

BIOL 346 Aquatic Biology

BIOL 356 Plant Physiology

*Or equivalent (including transfer) course*

### One (1) course in the earth sciences:

PHYS 102 Astronomy of Planets

PHYS 103 General Astronomy

PHYS 160 Topics in Astronomy

EVST 100 Introduction to Environmental Studies

EVST 102 Environmental Geography of Southern California

EVST 210 Energy and the Environment

EVST 220 Physical Geography

EVST 225 California Plants: Taxonomy and Ecology

EVST 240 Global Environment

EVST 245 Marine Environmental Studies

*Or equivalent (including transfer) course*

### One (1) course in the physical sciences:

CHEM 102 Environmental Chemistry

CHEM 103 Chemistry of Art

PHYS 104 Elementary Physics

PHYS 105 Physics for Poets

PHYS 106 Physics Comes to Light

PHYS 107 Sound Physics

PHYS 220 Fundamentals of Physics I

*Or equivalent (including transfer) course*

## Mathematics

MATH 102 Explorations in Mathematics for Prospective Educators

## Visual and Performing Arts

One (1) course from any two (2) of the following disciplines:

### Music

MUS 099 Fundamentals of Music  
MUS 100 Experiencing Music  
MUS 101 and 102 Theory I and II  
MUS 103 and 104 Theory III and IV  
MUS 249 Early Childhood Music/Kodaly Methods I  
MUS 300 Music History and Literature from Antiquity to 1750  
MUS 301 Music History and Literature from 1750 to the Present  
MUS 307 World Music  
MUS 339 Music in the Elementary School  
*Or equivalent (including transfer) course.*

### Dance

DNCE 122 Ballet  
DNCE 123 Jazz/Tap  
DNCE 124 Musical Theatre Dance  
LAST 102 Latin American Dance  
SOAN 344 Anthropology of Dance  
*Or equivalent (including transfer) course*

### Art

ART 100 Introduction to Art History  
ART 118 Art for Children  
ART 131 Drawing  
ART 132 2-D Design  
ART 133 3-D Design  
ART 135 Beginning Photography  
ART 144 Ceramics Without a Wheel  
ART 145 Introduction to Sculpture  
ART 150 Book Arts  
ART 201 Visual Traditions (Topics)  
ART 203 Space and Place (Topics)  
ART 233 Painting  
ART 252 Introduction to Graphic Design  
ART 324 Art and Identity (Topics)  
ART 326 Modernity and Modernism  
ART 328 After the Modern  
ART 337 Digital Photography  
REST 240 Chicana/o Art  
*Or equivalent (including transfer) course.*

### Theatre

THA 110 Introduction to Theatre  
THA 125 Stage Design Fundamentals

THA 130 Introduction to Theatre Technology  
THA 140 Acting Fundamentals  
THA 200 Voice and Movement for Performers  
THA 225 Set Design Techniques  
THA 226 Costume Design Techniques  
THA 240 Acting Techniques  
THA 251 Theatre History: Ancient-Early Modern  
THA 252 Theatre History: Melodrama-Twentieth Century  
THA 300 Theatrical Manuscript Analysis  
THA 310 Directing for the Stage  
THA 350 Dramaturgy  
*Or equivalent (including transfer) course.*

### Physical Education

PE 310 Instructional Strategies for Physical Education  
*Or equivalent (including transfer) course.*

### Human Development

EDUG 331 Child Development  
PSYC 335 Developmental Psychology  
*Or equivalent (including transfer) course.*

### Field Experience

Five (5) 1-unit courses paired with a related 3- or 4-unit course in the relevant discipline(s):  
LBST 180 Field Experience in the Visual/Performing Arts and Physical Education  
LBST 181 Field Experience in Literature and Language  
LBST 182 Field Experience in Social Science  
LBST 183 Field Experience in Mathematics  
LBST 184 Field Experience in Science  
*Note: Field Experience courses do not satisfy the Community Service Activity (CSAC) requirement; no more than two (2) Field Experience courses may be taken concurrently. Field Experiences are not offered during the May Term.*

### Senior Capstone

LBST 495 The Courage to Teach

# Liberal Studies

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## COURSE DESCRIPTIONS(LBST)

### **170, 270 Directed Study.**

**Fall (2–4), Spring (2–4), May Term (2–3).** This individualized study option provides majors with opportunities to design their own courses and to work closely with faculty on a one-on-one basis. The directed study may be disciplinary, interdisciplinary, or from areas outside the current liberal studies curriculum. CN or EV only.

### **180 Field Experience in the Arts and P.E. Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in the visual and performing arts and physical education. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in PE 310E or a course in the arts. For liberal studies majors only; other majors by permission. CN only.

### **181 Field Experience in Language and Literature. Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in language and literature. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a literature or language course. For liberal studies majors only; other majors by permission. CN only.

### **182 Field Experience in Social Studies. Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in the social sciences. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a social science course. For liberal studies majors only; other majors by permission. CN only.

### **183 Field Experience in Mathematics. Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in mathematics. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a math course. For liberal studies majors only; other majors by permission. CN only.

### **184 Field Experience in Science. Fall (1), Spring (1), Summer (1).**

Introductory classroom experiences linked to liberal studies major coursework in science. Structured, supervised participation in various school settings and at different grade levels for prospective teachers. Students will reflect on, analyze, and discuss K-8 observations and experiences in relation to subject area course content. May be repeated once for degree credit. Prerequisite: second-semester freshman standing or higher, fingerprint clearance, and TB test. Corequisite: enrollment in a science course.

For liberal studies majors only; other majors by permission. CN only.

**185, 285 Program Internship. Fall (2–4), Spring (2–4), May Term (2–3).**

Exploratory internship experience relevant to teaching grades K–8. Students who do not intend to pursue a teaching credential may complete an internship in an alternative field.

**370, 470 Advanced Directed Study. Fall (2–4), Spring (2–4), May Term (2–3).**

This individualized study option provides majors with opportunities to design their own courses and to work closely with faculty on a one-on-one basis. The directed study may be disciplinary, interdisciplinary, or from areas outside the current liberal studies curriculum. CN and EV only.

**385, 485 Advanced Program Internship. Fall (2–4), Spring (2–4), May Term (2–3).**

Specialized internship experience in specific fields of study related to teaching grades K–8. Students who do not intend to pursue a teaching credential may complete an internship in an alternative field.

**495 The Courage to Teach. Fall (4), Spring (4), Summer (4).**

In the senior capstone, students participate in summative assessments of their content area knowledge and reflect on their academic and personal development as prospective teachers. This summative assessment is congruent in scope and content with major and minor studies in the program. Course open to Liberal Studies majors only. Prerequisite: senior standing. NU only.

# Mathematics

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## THE FACULTY

Janet L. Beery

James Bentley

Michael J. Bloxham

Portia Cornell

Richard N. Cornez

Elizabeth Doolittle

Deon Garcia

Allen Killpatrick

Alexander Koonce

Steven Morics

Tamara Veenstra

## THE MAJORS

The bachelor of science degree in mathematics offers both breadth and depth in mathematical preparation appropriate for graduate study or work in a variety of fields. The requirements for the major in mathematics include both theoretical and applied courses. Students should plan with their advisors as they select courses appropriate to their interests and educational goals. The bachelor of science degree in mathematics leading to a Single-Subject Secondary Teaching Credential in mathematics conforms with the California State Department of Education guidelines for secondary teacher education.

### Candidates for the B.S. degree must complete:

- MATH 122, 201 or 204, 221, 241, 321, 341, and 459;
- Depth requirement in analysis, topology, or algebra: at least one from MATH 325; 355; 360 or 460 (with departmental approval);
- Applied mathematics requirement: at least one from MATH 233; 235; 311; 312; 331; 260, 360, or 460 (with departmental approval);
- Two additional courses: one numbered 233 or above, excluding 301, and one numbered 201 or above (at the most, only one of 231, 301, ECON 300, and ECON 301 may be counted toward the major);

- At least 16 credits in courses outside mathematics that involve quantitative or logical reasoning, or a minor or second major in any field. These courses must include CS 110, Introduction to Programming Using C++; or a course in another programming language; or the student must demonstrate proficiency in a structured programming language.

### Single-Subject Teaching Credential

Students interested in obtaining the California Single-Subject Secondary Teaching Credential in mathematics should meet with advisors in the Mathematics Department and the School of Education. Most students complete the teacher preparation program, including student teaching, during a fifth year of study following graduation.

### Candidates for the B.S. degree leading to the teaching credential must complete:

- MATH 122, 201 or 204, 221, 241, 245, 251, 311, 312, 321, 341, 459;
- CS 110.
- At least 12 credits in courses outside mathematics that involve quantitative or logical reasoning, or a minor or second major in any field.

In addition, students seeking a Single-Subject Secondary Teaching Credential must satisfy the requirements for admission to the Basic Teaching Credential Program and, once admitted to this program, must satisfy the professional preparation requirements of the Single-Subject Secondary Credential Program. See the the School of Education section of this *Catalog* for details.

The Department of Mathematics recommends that students seeking a California Single-Subject Secondary Teaching Credential in mathematics complete a minor in another academic area commonly taught in secondary schools.

### THE MINOR

A minor in mathematics consists of six courses:

- MATH 121, 122, and 221;

- At least one course from MATH 201, 204, 241;
- Two additional courses from MATH 201 and above. Both MATH 201 and 204 may be counted toward the minor only with departmental permission; at most one of 231, 301, ECON 300, and ECON 301 may be counted toward the minor.

## Advanced Placement in Mathematics

**Calculus AB or BC.** Students who attain BC scores of four, or AB scores or AB subscores of four or five, automatically receive 4 units of credit for MATH 121. Students with a BC score of five receive 4 units of credit for MATH 121 and 4 units of credit for MATH 122.

**Statistics.** Students who attain scores of four or five receive 4 units of credit for MATH 111.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by affirmative vote of the mathematics faculty. Interested students should consult during their junior year with a mathematics faculty member for information about the procedure and requirements.

## COURSE DESCRIPTIONS (MATH)

Unless otherwise indicated, all courses in the department are offered for either a numerical grade or evaluation with the permission of the instructor. To meet a course prerequisite, a minimum grade of 1.7 must have been earned in the prerequisite course.

Placement in mathematics courses through MATH 121 is determined by a placement examination given at the beginning of each semester. Placement in a course with prerequisites does not constitute a course challenge to any of the prerequisite courses.

## 100 Mathematics for the Liberal Arts. Fall (4), Spring (4).

Selections from both historical and current topics in mathematics are included in this general interest course. Topics may include number theory, graph theory, logic, sets, geometry, sequences, large numbers, counting problems, algorithms, functions, and relations. Prerequisite: placement from the Mathematics Placement Exam or permission.

## 101 Finite Mathematics. Fall (4), Spring (4).

Introduction to modern ideas in finite mathematics. Topics may include probability, logic, combinatorics, functions, matrix algebra, linear programming, and graph theory. MATH 101 is not a prerequisite to the calculus. Prerequisite: Placement from Mathematics Placement Exam or permission. Those wishing to continue in mathematics must repeat the Mathematics Placement Examination.

## 102 Explorations in Mathematics for Prospective Educators. Spring (4).

Topics include structure of mathematical systems, elementary number theory, operations in the real number system, and elementary problem-solving. Review of arithmetic, algebraic, and geometric topics to reinforce existing knowledge. Introduction to methods and tools currently recommended for use by K–8 educators. An 80-minute lab experience is required weekly. Prerequisite: MATH 101 or permission. Not recommended for first-year students.

## 111 Elementary Statistics and Probability with Applications. Fall (4) or Spring (4).

Descriptive and inferential statistics for students from diverse fields. Distribution, correlation, probability, hypothesis testing, use of tables, and examination of the misuse of statistics and relation of statistics to vital aspects of life. Computer packages used as tools throughout the course.

# Mathematics

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## **115 Mathematics through Its History. Fall (3) or Spring (3) or May Term (3).**

Introduction to the history of mathematics, especially elementary mathematics. Topics include early uses of counting, number systems, arithmetic, fractions, geometry, algebra, probability, and infinite series in civilizations around the world. Prerequisite: completion of mathematics placement exam at MATH 100 or 101 level. Offered as needed.

## **118-119 Integrated Calculus I / Integrated Calculus II. Fall (4), Spring (4).**

For students whose programs require calculus but who, based on their background and placement examination scores, are not prepared for MATH 121. Topics from precalculus include properties of linear, rational, exponential, logarithmic, and trigonometric functions, and compositions, transformations, and inverses of these functions. Calculus topics include successive approximation and limits of functions, local linearity and differentiation, applications of differentiation to graphing and optimization, and the definite integral, antiderivatives, and differential equations. Prerequisite: Placement from the Mathematics Placement Exam or permission. NU only.

## **121 Calculus I. Fall (4), Spring (4).**

Functions and their graphs, successive approximation and limits, local linearity and differentiation, applications of differentiation to graphing and optimization, the definite integral, antiderivatives, and differential equations. Prerequisite: permission based on Mathematics Placement Examination.

## **122 Calculus II. Fall (4), Spring (4).**

Riemann sums and the definite integral; techniques of integration, with particular emphasis on numerical integration; multivariable functions, partial derivatives, and multiple integrals; introduction to vectors. Prerequisite: MATH 121, or MATH 119, or permission.

## **150 Techniques in Problem Solving. Fall (1).**

Practice in the mathematical area of problem solving in preparation for the Putnam Examination. Material and problems chosen from prior Putnam Exams, Mathematics Olympiads and other sources, and from across mathematics, including basic strategies, combinatorics, geometry, induction, series, number theory, algebra, and calculus. Prerequisite: permission of the instructor. CN only.

## **160 Introductory Topics in Mathematics. Fall (4), Spring (4), May Term (3).**

Introductory topics of current interest in mathematics not otherwise covered in the curriculum. Prerequisite: completion of mathematics placement exam at MATH 100 or 101 level. Offered as needed. NU only.

## **201 Discrete Mathematical Structures. Fall (4).**

Study of discrete mathematical topics important in both mathematics and computer science, including combinatorial techniques, sets and relations, algorithms, and graph theory. Prerequisite: MATH 122.

## **204 Conjecture and Proof in Discrete Mathematics. May Term (3).**

Introduction to the nature and structure of mathematics. Through active study and exploration of a selected area of discrete mathematics, students develop problem-solving skills as well as skills in proving mathematical theorems. A different topic is selected each year based on student and faculty interest. Prerequisite: MATH 122 or permission. May be repeated for up to 6 degree credits with departmental permission.

## **221 Calculus III. Fall (4), Spring (4).**

Topics in multivariable calculus. Sequences, series, and Taylor series approximations. Prerequisite: MATH 122 or permission.



## **231 Introduction to Modeling. Spring (4).**

Investigation of the process of modeling. Special emphasis placed on how to build, test, and refine models; how to analyze assumptions and results; and defining model limitations. Deterministic and stochastic models, rate equations and population dynamics, and statistical analysis. Final project tied to outside interests. Prerequisite: MATH 121 or MATH 119 or permission. Cross-listed with EVST 231.

## **233 Introduction to Operations Research. Spring (4).**

Scientific approach to decision-making by means of quantitative techniques. Topics include linear and non-linear programming, network analysis, game theory, and probabilistic models. Prerequisite: MATH 241 or permission. Offered in alternate years.

## **235 Differential Equations. Spring (4).**

Differential equations theory and applications. First-order linear and nonlinear differential equations with analytic and numerical techniques. Higher-order linear differential equations and complex algebra. Phase trajectory and stability analysis. Systems of linear differential equations with constant coefficients. Matrix methods, Gauss-Jordan, and iterative techniques. Prerequisite: MATH 221.

## **241 Linear Algebra. Spring (4).**

Study of vector spaces. Topics include systems of linear equations, matrices, the geometry of vectors, vector spaces, linear transformations, eigenvalues and eigenvectors, determinants, and selected applications. Prerequisite: MATH 122. MATH 201 or 204, and 221 are strongly recommended.

## **245 Number Theory/History of Mathematics. Spring (4).**

Study in two related areas: number theory and history of mathematics. Number theory topics include primes, Diophantine equations, congruences, number theoretic functions, modern applications, and unsolved problems of number theory. Readings include both

primary and secondary historical sources. Prerequisite: MATH 201 or 204. MATH 241 strongly recommended. Offered in alternate years.

## **251 College Geometry. Fall (4).**

A modern approach to classical geometries such as Euclidean, non-Euclidean, and projective. Sets, logic, and synthetic and analytic proof techniques in geometry are studied. Prerequisite: MATH 201 or 204. MATH 241 strongly recommended. Offered in alternate years.

## **260, 360, 460 Topics in Mathematics. Fall (4) or Spring (4) or May Term (3).**

A group of students pursue topics in mathematics not otherwise covered in the curriculum. Prerequisite: permission. May be repeated for degree credit, but maximum of 8 credits allowed for the degree from 260, 360, and 460. Offered as needed.

## **301 Mathematical Consulting. Fall (2-4) or Spring (2-4).**

Application of mathematical techniques to real-world problems. Groups of students act as consultants on problems solicited from university departments, local businesses, and/or charitable organizations. Additional material may be included as needed. Prerequisites: BUS 220, or ECON 200, or MATH 111, or PSYC 250, or permission. May be repeated for degree credit, but at most 4 credits may be applied toward the math major or minor. EV only.

## **311 Probability. Fall (4).**

Introduction to the theory of probability with applications in management science and the physical and social sciences. Topics include combinatorial probability, densities, mathematical expectation, moment-generating functions, and the central limit theorem. Prerequisite: MATH 221.

## **312 Mathematical Statistics. Spring (4).**

Principles of statistical decision theory. Estimation and hypothesis testing, regression, parametric and non-parametric tests. Mathematical theory and applications of

# Mathematics

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above. Prerequisite: MATH 311 or permission. Offered in alternate years.

## **321 Real Analysis. Fall (4).**

Rigorous approach to the concepts underlying the calculus, building on the fundamental idea of the limit within the real number system. Topics include metric spaces, continuity, the derivative, the Riemann integral, and series of constants and functions. Prerequisites: MATH 201 or 204, 221 and 241 and junior standing or permission.

## **325 Complex Analysis. Spring (4).**

Analytic functions and their properties, including contour integrals, residues, transforms, and conformal mappings. Prerequisites: MATH 321. Offered in alternate years.

## **331 Numerical Analysis. Fall (4) or Spring (4).**

The theory and application of numerical methods for solving mathematical problems. Topics include numerical methods for solving algebraic equations and ordinary differential equations, interpolation and approximation, and numerical integration. Prerequisite: MATH 235 or MATH 241. Offered in alternate years.

## **335 Advanced Modeling Techniques. Spring (4).**

Techniques for mathematical modeling of continuous, discrete, and stochastic systems are presented. Topics include purpose and validation, continuous systems, random numbers and variables, and discrete systems. Prerequisite: MATH 235; MATH 311 recommended. Offered as needed.

## **341 Abstract Algebra. Fall (4).**

Study of significant algebraic structures and their properties, with particular attention given to groups, rings, and fields. Prerequisites: MATH 201 or 204, and 241 and junior standing or permission.

## **355 Point Set Topology. Spring (4).**

Metric spaces, topological spaces, continuous mappings and homeomorphisms, connectedness and compactness. Prerequisite: MATH 321. Offered in alternate years.

## **459 Senior Research Seminar. Spring (4).**

Selected topics are assigned for individual students to research and present to mathematics majors and faculty. A paper is submitted prior to presentation of the topic. Prerequisite: senior standing.

## THE DIRECTOR

Andrew Glendening

## THE FACULTY

Nicholle Andrews

Pavel Farkas

Katherine Hickey

James Keays

Louanne Fuchs Long

Daniel Murphy

Co Nguyen

Jeffrey H. Rickard

Marco Schindelmann

Eddie R. Smith

Melissa Tosh

## THE UNDERGRADUATE PROGRAM

The University of Redlands School of Music is an accredited institutional member of the National Association of Schools of Music, and its requirements for entrance and graduation comply with the standards of this accrediting organization.

Any University student may participate in musical activities through enrollment (usually by audition) in the University Choir, Chapel Singers, Madrigals, Wind Ensemble, Studio Jazz Band, Symphony Orchestra, Chamber Orchestra, Opera Workshop, and a variety of chamber music ensembles. Students are invited to register for private, group, or class lessons, available on all instruments and for voice.

### The following courses have been designed with the general University student in mind:

*Note: MUSI indicates performance courses.*

- MUS 2 Jazz History
- MUS 41 Musical Acoustics
- MUS 43 Sound Recording
- MUS 100 Experiencing Music
- MUS 151 String Instrument Techniques
- MUS 152 Woodwind Instrument Techniques
- MUS 153 Brass Instrument Techniques

- MUS 154 Percussion Instrument Techniques
- MUS 300, 301 Music History and Literature
- MUS 307 World Music
- MUSI 121 Class Piano
- MUSI 123 Class Classical Guitar
- MUSI 124 Introduction to Voice
- MUSI 125 Class Popular Guitar

### Ensembles

- MUSI 111 University Choir
- MUSI 112 Chapel Singers
- MUSI 114 Madrigals
- MUSI 132 Orchestra
- MUSI 133 Chamber Ensemble: Strings
- MUSI 136 Studio Jazz Band
- MUSI 137 Chamber Ensemble: Winds and Percussion
- MUSI 138 Wind Ensemble

Students are invited to enroll in any other music courses of interest provided they meet the prerequisites.

### Advanced Placement in Music

**Music Theory:** Students who earn a score of 5 on the Advanced Placement test receive 2 credits for MUS 101 Theory I. For all other students who wish to apply for advanced standing in theory, a placement examination is given during New Student Week.

**Music Listening and Literature:** Those who earn a score of 4 or 5 on the Advanced Placement Test are encouraged to take the Music History Placement Examination given during New Student Week.

### Talent Awards

The University's Talent Awards enable the School of Music to assist outstanding undergraduate applicants who demonstrate—through personal or taped audition, or by other evidence—excellence in preparation as well as potential for unusual growth in music performance or other specialty areas. Approximately 30 of these scholarships, in amounts ranging from \$200 to \$8,000, are awarded to new students each year. Scholarships are automatically renewed each year (up to a maximum of four years) if the student maintains a sound academic record and meets all other University scholarship

# Music

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criteria. Applications are available from the administrative assistant to the director of the School of Music.

In addition to meeting general University requirements for scholarship holders, recipients of talent awards and other School of Music scholarships are required to participate in the appropriate conducted ensemble each semester, to complete at least 1 credits of private instruction each semester on the major instrument or voice, or accompany selected ensembles and soloists (if the major instrument is piano or organ), to maintain a cumulative grade point average of 3.00 or higher, and to perform as soloists or ensemble musicians on special occasions as requested by the director of the School of Music.

## Performance

Music majors and other qualified University students registered for private lessons may participate in solo and chamber music recitals and concerts as often as they and their private teachers deem desirable.

All students taking private lessons are required to appear in regularly scheduled performance classes. Such students are expected to perform in recital as often as the private instructor requires.

Subject to audition, full-time music majors are required to register and participate in an appropriate conducted ensemble each semester in residence. The ensemble assignment is made according to the student's primary or secondary performance area.

Appropriate ensembles include:

- Wind or percussion: Wind Ensemble and/or Orchestra
- Strings: Orchestra
- Singers: University Choir, Chapel Singers and/or Madrigals

Harp, guitar and keyboard majors either play parts in conducted ensembles or perform in a secondary area.

Performance in off-campus organizations and ensembles is permitted as long as such participation does not conflict with scheduled rehearsals or performances of University organizations or ensembles. Music majors must perform in appropriate

conducted ensembles when their participation is requested by the director of the School of Music for a specific concert or event.

Music majors whose work has resulted in outstanding scholarship and performance are eligible during their junior or senior year for election to membership in Pi Kappa Lambda, the national music honorary society. Students become eligible for membership during the junior year. The School of Music also has active chapters of Phi Mu Alpha Sinfonia, the national professional music fraternity, and Sigma Alpha Iota, the national professional music sorority.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. After consultation with a faculty advisor, interested students should initiate their own applications by submitting a written proposal to the director of the School of Music in the last semester of the junior year. Approval is determined by an affirmative vote of the music faculty. Projects may include public performances or lecture presentations and are normally accompanied by extensive research culminating in a formal paper. Students are evaluated by a committee of two full-time music faculty chosen by the student, as well as the director of the School of Music, in a final one-hour oral examination. Students may choose an additional examiner from outside the School of Music. Projects normally will not require additional coursework other than that required for graduation. Applicants must have a minimum grade point average of 3.50. Students must also complete the University Honors Application form, located in the Office of the Registrar. For more details see the College of Arts and Sciences Awards and Honors section of this *Catalog*.

## The Bachelor of Music

The professional bachelor of music degree is offered in performance, composition, and music education. The performance major is available in voice, piano, organ, violin, viola, cello, double bass, classical guitar,

jazz/studio guitar, harp, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone/baritone, tuba, and percussion.

## Entrance Requirements

Applicants for all bachelor of music degrees must pass an entrance audition. This audition may be performed before entering the University as part of the admissions process, or while the student is in residence, preferably no later than the end of the second semester of full-time study. Students in residence, or living within 200 miles of Redlands, are expected to audition in person; others may submit a good-quality audio or video tape recording or CD. Whether executed in person or on tape or CD, the audition should last no more than 15 minutes. Although no specific repertory is demanded, the audition material should demonstrate the applicant's musical and technical ability and should, if possible, be drawn from two or more historical or style periods. Prospective composition majors should submit copies of one or two recent scores, and tapes when available, directly to the School of Music as part of the application process, in addition to an audition in a specialized performance area.

All University of Redlands students may enroll in music courses, provided they meet the prerequisites. However, only students who have been approved by the music faculty through the above-described process will be certified to receive the bachelor of music degree.

## Entering Vocal Proficiency Levels

Vocalists who are applying for admission and applied lessons have generally had two or more years of private vocal study and previous solo experience. They can demonstrate some proficiency in sight-singing, possess a relatively mature vocal quality, and have a basic knowledge of appropriate vocal literature. As a result of the entering vocal auditions, students will be placed in one of the levels: Voice Class, Minor in Voice, B.A. in Voice, or B.M. (conditional) in Voice. Students enrolling in the Johnston Program as vocal majors must also audition for placement. Vocal students enrolled in the Minor

program--and taking lessons for a grade or evaluation--are required to prepare, for the semester end jury examinations, two memorized and two additional selections that could be called "in progress."

## Graduation Requirements for the Bachelor of Music

### Basic Music Courses (all majors)

- MUS 10 Recital Repertory Class (each semester in residence)

*Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.*

- MUSI 121 Class Piano (at least three semesters, unless specific proficiency has been met)

*Note: Music education majors with an emphasis in keyboard/vocal or keyboard/band are exempt from the requirement for MUSI 121.*

- MUS 101 Theory I
- MUS 102 Theory II
- MUS 103 Theory III
- MUS 104 Theory IV
- MUS 105 Ear Training and Sight-Singing I
- MUS 106 Ear Training and Sight-Singing II
- MUS 107 Ear Training and Sight-Singing III
- MUS 108 Ear Training and Sight-Singing IV
- MUS 300 Music History and Literature from Antiquity to 1750
- MUS 301 Music History and Literature from 1750 to the Present
- Elective Requirement: 15 to 16 additional credits selected from MUS 248, 354, 356, 402, 403, 404, 405, 406, and 438.\*One course must be outside the Western classical tradition. Composition majors need only complete 4 to 5 credits to satisfy this requirement. Music education majors are exempt from the elective requirement.

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## Additional Music Courses

The following courses are required in addition to the Basic Music Courses.

## The Major in Performance: Piano or Organ

- MUAP 302 or MUAP 305 Private instruction in the major instrument—24 credits
- MUAP 304 and/or MUAP 306 Private instruction—2 credits
- MUS 211 Accompanying—8 credits
- MUS 217 Piano Literature (Piano majors)
- MUS 157 Organ History and Literature (Organ majors)
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 400 Form and Analysis
- MUS 498A Full Senior Recital
- Appropriate conducted ensemble—4 credits

## The Major in Performance: Voice

- MUAP 308 Private instruction in voice—24 credits
- MUS 224 German and Italian Vocal Literature and Diction
- MUS 225 English and French Vocal Literature and Diction
- MUSI 110 Opera Workshop—4 credits
- MUS 228 Pedagogy
- MUS 229 Pedagogy Practicum
- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 400 Form and Analysis
- MUS 498A Full Senior Recital
- Appropriate conducted ensemble—8 credits

## The Major in Performance: Violin, Viola, Cello, Double Bass, or Harp

- MUAP 300–399 Private instruction on the major instrument—24 credits
  - MUS 228 Pedagogy
  - MUS 229 Pedagogy Practicum
  - MUS 259 Literature of the Major
  - MUS 299 Upper Division Qualifying Examination
  - MUS 399 Junior Recital (or production of a professional-level edited tape recording)
  - MUS 400 Form and Analysis
  - MUS 498A Full Senior Recital
  - Appropriate conducted ensemble—8 credits
  - Chamber Ensemble—4 credits
- Violin majors** must also complete 2 credits of private study in viola.
- Viola majors** must also complete 2 credits of private study in violin.

## The Major in Performance: Guitar

- MUAP 300–399 Private instruction in guitar—24 credits
- Note: Students must take a minimum of 8 credits of MUAP 328 Classical Guitar and 8 credits of MUAP 330 Studio/Jazz Guitar.*
- MUAP 100–199 Private instruction outside the major instrument—4 credits
  - MUS 228 Pedagogy
  - MUS 229 Pedagogy Practicum
  - MUS 259 Literature of the Major
  - MUS 299 Upper Division Qualifying Examination
  - MUS 399 Junior Recital (or production of a professional-level edited tape recording)
  - MUS 400 Form and Analysis
  - MUS 498A Full Senior Recital
  - Appropriate conducted ensemble—4 credits
  - Guitar Ensemble—8 credits

## The Major in Performance: Wind Instrument or Percussion

- MUAP 300–399 Private instruction on the major instrument—24 credits
- Note: Percussion majors must take a minimum of 8 credits of MUAP 322 Classical Percussion and a minimum of 8 credits of MUAP 324 Jazz Percussion.*
- MUS 259 Literature of the Major

- MUS 299 Upper Division Qualifying Examination
- MUS 399 Junior Recital (or production of a professional-level edited tape recording)
- MUS 400 Form and Analysis
- MUS 498A Full Senior Recital
- Appropriate conducted ensemble—8 credits
- Chamber Ensemble—4 credits

## The Major in Composition

- MUS 238 Intro to Composition
  - MUS 438 Composition—12 credits
  - MUAP 300–399 Private instruction on the major instrument or voice—8 credits
  - MUSI 124 Introduction to Voice
  - MUS 208 Computer Music
  - MUS 299 Upper Division Qualifying Examination
  - MUS 356 Orchestration—4 credits
  - MUS 399A Junior Recital
  - MUS 400 Form and Analysis
  - MUS 402 Twentieth Century Music
  - MUS 443 Instrumentation
  - MUS 498A Full Senior Recital
  - Appropriate conducted ensemble—8 credits
- Composition majors are encouraged to develop increasing competency in keyboard instruments through regular study in piano and/or organ.
- Chamber Ensemble—4 credits

## The Major in Music Education

- MUAP 300–399 Private instruction in the major instrument or voice—14 credits
- MUS 151 String Instrument Techniques
- MUS 152 Woodwind Instrument Techniques
- MUS 153 Brass Instrument Techniques
- MUS 154 Percussion Instrument Techniques
- MUS 299 Upper Division Qualifying Examination
- MUS 307 World Music
- MUS 335 Introduction to Conducting
- MUS 339 Music in the Elementary School
- MUS 356 Orchestration—2 credits

- MUS 357 Choral Music at the Pre-College Level
- MUS 358 Instrumental Music at the Pre-College Level
- MUS 399 Junior Recital
- MUS 498B Half Senior Recital (a minimum of 2 credits of private instruction)
- Appropriate conducted ensemble—7 credits
- Chamber Ensemble—2 credits

## Additional courses within the Music Education Major (Vocal Track)

- MUS 211 Accompanying (keyboard majors)
- MUS 224 German and Italian Vocal Literature and Diction
- MUS 225 English and French Vocal Literature and Diction
- MUS 436 Advanced Choral Conducting

## Additional courses within the Music Education Major (Instrumental Track)

- MUS 141 Marching Band Techniques
- MUS 211 Accompanying—2 credits (keyboard majors)
- MUS 437 Advanced Instrumental Conducting
- MUSI 124 Introduction to Voice

## Single-Subject Teaching Credential

Students interested in teaching music at the elementary and/or secondary level need to complete a Single-Subject Preliminary Teacher Credential Program in addition to finishing their Baccalaureate degree. The courses taken in the Music Education major satisfy the Single-Subject Content Competency requirement for the Preliminary Teacher Credential; students who have not taken the Music Education major must pass the PRAXIS, SSAT, or CSET standardized examination for music to demonstrate content competency.

Students should consult with the music education advisor about their major and degree requirements. Students also need to contact the School of Education's Faculty Advisor for undergraduate students to discuss information about undergraduate

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and post-Baccalaureate teacher credential programs. Please refer to the School of Education section of this *Catalog* for further information about the Preliminary Single-Subject Teacher Credential.

## General Requirements for the Bachelor of Music

All bachelor of music majors must complete at least 30 credits outside of music. Each student in the bachelor of music degree must enroll in courses outside the School of Music that will provide a broad education in the spirit of the Liberal Arts Foundation. These credits must satisfy the following general requirements and Liberal Arts Foundation requirements.

For detailed information about each category, see the Liberal Arts Foundation descriptions in the Arts and Sciences Graduation Requirements section of this *Catalog*.

- **First-Year Seminar**—4 credits
- **Writing Across the Curriculum**—0–8 credits:
  - freshman year
  - junior or senior year
- **Community Service Activity**—3 credits
  - A public service activity carried out during May Term.

## Liberal Arts Foundation Requirements

Each bachelor of music major must successfully complete courses outside of music in **at least four** of the following Liberal Arts Foundation categories.

- Cross-Cultural Studies (CC)
- Dominance and Difference (DD)
- Foreign Language (FL) (at the second-semester college level or higher)
- Human Behavior (HB)
- Humanities Literature (HL) or Humanities Philosophy (HP)
- Mathematics and Science (MS)
- State and Economy (SE)

The remaining non-music courses needed to bring the total to 30 credits may be chosen from any department.

## Off-Campus Study

The University offers a variety of off-campus study opportunities for music majors as part of the Salzburg Semester offerings. (See more detailed information in the Off-Campus Study section of this *Catalog*.) The IES Program in Vienna has also proved to be popular for those who are proficient in German. The decision to study abroad must be made early on in a student's course of study and with the assistance of their faculty advisor. Failure to carefully work out a course of study may result in the necessity of taking a ninth semester in order to graduate. In some cases, it might be impossible to construct an eight-semester program—particularly if the student is enrolled in the B.M. in Music Education. Indeed, the School of Music *cannot* guarantee an eight-semester course of study to *anyone* who elects to take part in an Off-Campus Study program.

## BACHELOR OF ARTS

Students enrolled in the bachelor of arts with a major in music must satisfy the Liberal Arts Foundation requirements as listed in the College of Arts and Sciences Graduation Requirements section of this *Catalog*.

## The Bachelor of Arts with a Major in Music

*(46 credits in music required)*

- MUS 10 Recital-Repertory Class (each semester in residence).

*Note: Students experiencing class conflicts necessitated by other courses taken to fulfill degree requirements are directed to the School of Music office to receive advice regarding an alternate section to accommodate their needs.*

- MUSI 121 Class Piano

*Note: Three semesters of MUSI 121 are required, which may be waived upon completion of the minimum proficiency in basic keyboard for the specific degree track; a maximum of 3 credits count toward graduation.*

- MUS 101 Theory I
- MUS 102 Theory II
- MUS 103 Theory III
- MUS 105 Ear Training and Sight-Singing I



- MUS 106 Ear Training and Sight-Singing II
- MUS 107 Ear Training and Sight-Singing III
- MUS 300 Music History and Literature from Antiquity to 1750
- MUS 301 Music History and Literature from 1750 to the Present
- MUAP 302–338 Private instruction on a single instrument or in voice—8 credits
- Appropriate conducted ensemble—6 credits
- Chamber Ensemble—2 credits
- Music Electives—8 credits \*One course must be outside the Western classical tradition.
- The student must also complete a 0–2-credit senior project, approved by the advisor, drawing together the strands of the program of study. With the approval of the advisor, the student may substitute a half senior recital for the senior project. This recital is subject to all of the rules and regulations governing a required senior recital.

## THE MINOR IN MUSIC

Students wishing to pursue the minor in music must pass an entrance examination demonstrating the ability to read both musical pitch and rhythm, create music through performance, and exhibit knowledge of basic music history.

Prospective minors must complete the Declaration of Major/Minor form as soon as possible in order to avoid music lesson fees. The approval of the Director of the School of Music is also required. Students are encouraged to seek out a music faculty member to serve as a “minor advisor” in order to ensure that a cohesive course of study be developed. Students **must** declare their desire to minor in music prior to the beginning of their junior year. They must also successfully audition before they can enroll in Applied Instruction courses (MUAP). (*For required vocal proficiency, see the previous section titled “Entering Vocal Proficiency Levels.”*) Applied lessons are made available on an individual basis according to teacher availability and the results of the entrance audition. Music

minors taking applied lessons for a Credit/No Credit grade are exempt from the end of the semester jury examination. The Minor in Music requires 24 credits as listed below.

- MUS 101 Theory I
- MUS 105 Ear Training
- MUS 300 Music History and Literature from Antiquity to 1750 **OR** MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- MUSI 124 Introduction to Voice (1-4 credits)
- MUAP 121 Class Piano (1-3 credits) or MUAP 123 Class Classical Guitar (1-3 credits)
- Elective (2 credits) from courses in the category MUS
- Applied Instruction Courses (MUAP) (4-8 credits)
- Major conducted ensembles (MUSI) (4 semesters)

## THE LIBERAL STUDIES MAJOR WITH A MINOR EMPHASIS IN MUSIC

Students wishing to pursue the minor emphasis in music as part of the Liberal Studies Major—which in itself helps to prepare students for the California State Teaching Credential (K-8)—must pass an entrance examination demonstrating the ability to read both musical pitch and rhythm, create music through performance, and exhibit a knowledge of basic music history.

Prospective minors must complete the Declaration of Major/Minor form as soon as possible in order to avoid music lesson fees. The approval of the Director of the School of Music is also required. Students are encouraged to seek out a music faculty member to serve as a “minor advisor” in order to ensure that a cohesive course of study be developed. Students **must** declare their desire to minor in music prior to the beginning of their junior year. They also must successfully audition before they can enroll in Applied Instruction courses (MUAP). (*For required vocal*

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*proficiency, see the previous section titled "Entering Vocal Proficiency Levels."*) Applied lessons are provided on an individual basis according to teacher availability and the results of the entrance audition. Music minors taking applied lessons for a Credit/No Credit grade are exempt from the end of the semester jury examination. The Minor in Music requires 24 credits as listed below.

- MUS 101 Theory I
- MUS 105 Ear Training
- MUS 300 Music History and Literature from Antiquity to 1750 **OR** MUS 301 Music History and Literature from 1750 to the Present
- MUS 307 World Music
- MUSI 124 Introduction to Voice (1-4 credits)
- MUAP 121 Class Piano (1-3 credits) or MUAP 123 Class Classical Guitar (1-3 credits)
- Elective (2 credits) from courses in the category MUS
- Applied Instruction Courses (MUAP) (4-8 credits)
- Major conducted ensembles (MUSI) (4 semesters)
- MUS 339 Music in the Elementary School (Prerequisite: MUS 101 and 105)

## COURSE DESCRIPTIONS (DNCE)

### **122 Ballet. Fall (3), Spring (3), May Term (3).**

Study and practice of the technique and discipline of ballet. Beginning to advanced levels. No previous formal training required. May be repeated for degree credit for a maximum of 12 credits.

### **123 Jazz/Tap. Fall (3), Spring (3), May Term (3).**

Introductory- and intermediate-level jazz and tap dance incorporating character work as it relates to musical theatre. No previous formal training required. Emphasis varies according to demand. Tap emphasis during Fall and May Terms. May be repeated for degree credit for a maximum of 12 credits.

### **124 Musical Theatre Dance. Fall (3), Spring (3).**

Practical study and practice of the styles and techniques associated with musical theatre: jazz, tap, ballet, and character dance. Beginning to advanced levels. No previous formal training required. May be repeated up to three times.

## COURSE DESCRIPTIONS (MUS)

### **10 Recital-Repertory Class. Fall (0), Spring (0).**

Required of all music majors; open to others. CN only.

### **24 The Canonical Hours. May Term (3).**

Liturgical and musical development of the monastic hours through the Reformation. Research and oral/written reports. Compilation of a breviary containing liturgy and music for Matins, Diurnum, Vespers, and Compline in accordance with the focus and character of class constituents. Presentations of offices daily throughout the last week of classes. Prerequisites: ability to read music and match pitches. Offered as needed.

### **41 Musical Acoustics. Spring (2).**

Introduction to the foundations of acoustics for anyone interested in music. Areas covered include fundamentals of sound production, psycho-acoustics (how we hear sound), room acoustics, and specific vocal and instrumental sound production. Offered in alternate years.

### **43 Sound Recording. Spring (2).**

Introduction to sound recording techniques through theoretical studies and practical application. Topics included are: acoustics, microphone characteristics and placement, multi-channel mixing, and tape recording/editing methods. Students record soloists and small and major conducted ensemble performances in classical, jazz, and popular music idioms. Offered in alternate years.

## **98 Music for the Classroom Teacher. Spring (4).**

Course for non-music majors intending to teach in the elementary classroom setting. Students learn basic music literacy skills while learning how to teach music to elementary level students. Students will explore music learning theories, sequential curriculum in music, music materials, and teaching strategies in music. NU only.

## **99 Fundamentals of Music. Fall (4), Spring (4).**

Designed to allow students to develop an understanding of the structure of music and a functional level of music literacy and keyboard ability. For students planning to teach in elementary school, these skills, materials, and understandings will facilitate subsequent coursework and experiences teaching music. NU only.

## **100 Experiencing Music. Fall (4), Spring (4), May Term (3).**

Exploration of sound—its sources, effects, and organization—with emphasis on direct involvement through listening. Music of major styles and periods is introduced with emphasis on Western music. Students develop and become familiar with music technology. NU and CN only.

## **101 Theory I. Fall (2).**

An introduction to Western tonal harmony, beginning with the fundamental elements of pitch and rhythm: scales, key signature, intervals and their inversions, note values and time signatures. Other topics include triads and their inversions, harmonic progression, and principles of partwriting. Prerequisite: MUS 100 or equivalent. Usually taken concurrently with MUS 105.

## **102 Theory II. Spring (2).**

Further study of harmonic progression, figured bass and partwriting. Introduction of diatonic seventh chords and their inversions, nonchord tones, and elements of form, including cadences, phrases, and periods. Prerequisite: MUS 101. Usually taken concurrently with MUS 106.

## **103 Theory III. Fall (2).**

Further study of figured bass and partwriting, using all diatonic chords, in root position and inversion, and nonchord tones. Harmonic analysis. Introduction of chromatic elements, including secondary functions and modulation. Prerequisite: MUS 102. Usually taken concurrently with MUS 107.

## **104 Theory IV. Spring (2).**

Advanced partwriting and harmonic analysis. Further study of chromatic elements, including mode mixture, the Neapolitan chord, augmented sixth chords, and enharmonic spellings and modulations. Study and analysis of binary and ternary forms. Prerequisite: MUS 103. Usually taken concurrently with MUS 108.

## **105 Ear Training and Sight-Singing I. Fall (2).**

Introduction to melodic and rhythmic sightreading, melodic and rhythmic dictation, recognition of intervals and triad quality. Prerequisite: MUS 100 or equivalent. Usually taken concurrently with MUS 101.

## **106 Ear Training and Sight-Singing II. Spring (2).**

Continuation of melodic and rhythmic sightreading, melodic dictation, and interval recognition. Chord quality recognition, including seventh chords and inversions. Beginning harmonic dictation. Prerequisite: MUS 101 or equivalent. Usually taken concurrently with MUS 102.

## **107 Ear Training and Sight-Singing III. Fall (2).**

Sight singing of melodies containing nondiatonic pitches, sightreading of more complex rhythms. One- and two-part melodic dictation, including nondiatonic pitches. Continuation of interval and chord recognition and harmonic dictation. Prerequisite: MUS 102 or equivalent. Usually taken concurrently with MUS 103.

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## **108 Ear Training and Sight-Singing IV. Spring (2).**

Advanced melodic and rhythmic sightreading. Continuation of interval and chord recognition, and of one- and two-part melodic dictation. Harmonic dictation including chromatic elements such as altered chords and modulation. Prerequisite: MUS 103 or equivalent. Usually taken concurrently with MUS 104.

## **130 Introduction to Jazz History. Spring (4), May Term (3).**

History of jazz, including its origins, the musical characteristics of major styles, and the leadership during key periods. Emphasis on developing critical listening skills, the contributions of specific cultures and individuals, and understanding commercial, technological, political and social influences on the evolution of styles. Designed for music majors and interested non-majors.

## **141/641 Marching Band Techniques. Fall (2).**

Study and experience in various charting procedures including Step-two, Asymmetrical, Corps style, and computer charting. Developing effective rehearsal techniques, philosophical considerations, and arranging for a marching band. Offered in alternate years.

## **151 String Instrument Techniques. Fall (2).**

Introduction to the violin, viola, cello, and double bass with emphasis on practical experience in group and/or individual performance. Music education and composition majors are given priority for use of University-owned instruments. Prerequisite: ability to read music. Offered in alternate years.

## **152 Woodwind Instrument Techniques. Spring (2).**

Introduction to the flute, oboe, clarinet, bassoon, and saxophone with emphasis on practical experience in group and/or individual performance. Music education and composition majors are given priority for use

of University-owned instruments. Prerequisite: ability to read music. Offered in alternate years.

## **153 Brass Instrument Techniques. Fall (2).**

Introduction to the trumpet, horn, trombone, baritone, and tuba with emphasis on practical experience in group and/or individual performance. Music education and composition majors are given priority for use of University-owned instruments. Prerequisite: ability to read music. Offered in alternate years.

## **154 Percussion Instrument Techniques. Spring (2).**

Introduction to the instruments of the percussion family with emphasis on practical experience in group and/or individual performance. Prerequisite: ability to read music. Offered in alternate years.

## **157/657 Organ History and Literature. Spring (2).**

Examination of the construction and repertoire of the pipe organ from its invention to the present day. Topics include iconography, mechanics, and acoustics, as well as cultural and societal interdependence. Open to non-organists. Offered in alternate years.

## **160 Special Studies.**

**Fall (1–3), Spring (1–3), May Term (1–3).** Special topics offered as needed. May be repeated for degree credit given a different topic.

## **208/608 Computer Music. Fall (4/2), Spring (4/2).**

Provides an introduction to electro-acoustic music through the study of electro-acoustic compositions, synthesis techniques and current computer applications. On completion, students should have a strong sense of the development of electro-acoustic music, a working knowledge of the supporting details (terminology, techniques, genres, composers, etc.) and an aural sense of different styles. Prerequisite: MUS 43 or permission. NU only.

## **211/611 Accompanying.**

### **Fall (1), Spring (1).**

Study of vocal coaching (opera and art song) and instrumental accompanying techniques. Practicing, rehearsing together, literature, transposition, and sight-reading. Supervised practice sessions. Prerequisite: permission. May be repeated for degree credit up to 8 credits.

## **213 Jazz Improvisation I. Spring (2).**

Study of jazz nomenclature, performance strategies, and resources for improvisation. Emphasis on applied ear-training and performance on the student's major instrument. Prerequisite: MUS 102, 106, or permission.

## **214/614 Jazz Improvisation II. Fall (2).**

Continuation of improvisation and performance strategies studied in Jazz Improvisation I. Emphasis on advanced ear-training, performance on student's major instrument, and music transcription. Prerequisite: permission. May be repeated for degree credit for up to 4 credits.

## **216/616 Seminar: Woodwind instruments. (2-4).**

Reedmaking, mouthpiece refacing, tuning, minor repairs, and mechanical adjustments. Prerequisite: permission. Offered as needed.

## **217/617 Piano Literature. (2).**

Literature for solo piano, chamber music with piano, and concertos written from the mid-18th century to the present. Music for harpsichord and clavichord prior to 1750 commonly performed on the piano also included. Stylistic, social, and cultural elements are explored. Extensive listening and examination of scores. Prerequisite: ability to read music. Offered as needed.

## **224/624 German and Italian Vocal Literature and Diction. Fall (2).**

Exploration of literature for the voice in the German and Italian languages and correct diction for each language. Also includes learning and working with the International

Phonetic Alphabet. NU only. Offered every year.

225/625 English and French Vocal

## **Literature and Diction. Spring (2).**

Exploration of literature for the voice in the English and French languages and correct diction for each language. Also includes learning and working with the International Phonetic Alphabet. NU only.

## **228/628 Pedagogy. Fall (2).**

Principles and theories of pedagogy applied to the teaching of music. Prerequisites: MUS 101, 105. Open to majors or minors only. Offered in alternate year.

## **229A/629A Vocal Pedagogy.**

### **229B/629B Strings and Guitar.**

### **229C/629C Keyboard.**

### **229D/629D Pedagogy Practicum: Wind and Percussion. Spring (2).**

Supervised and observed studio teaching. University students teach two or more private students for an entire semester. One segment explores methods and materials appropriate for teaching each student's instrument or voice. Offered in alternate years. NU only.

## **231 Jazz History to the 1940s. Fall (4).**

The roots of jazz, early styles, contributions of key innovators, and the "meanings" of jazz. Topics include the origins and development of blues, ragtime, early jazz, and swing as well as how American society and jazz both influenced and reflected new ways of understanding culture, race, creativity, individuality, cooperation, and community. Offered as needed. NU and EV only.

## **232 Jazz History 1940s to the Present. Spring (4).**

Post swing era jazz styles, the musicians and the "meanings" of jazz. Focus on Bebop, Cool, Fusion, Latin, and contemporary styles. Includes guided listening, key innovators, the relationship between mainstream America and jazz artists, and how technological innovations as well as racial, economic,

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political, and social issues shaped modern styles. Offered as needed. NU and EV only.

## **238 Introduction to Composition. Fall (4), Spring (4).**

Twice-weekly seminar introducing students to composing techniques and encouraging development of an individual style through composing projects. Additional assignments will cover such topics as motivic development, melody writing, musical textures, text setting, musical form, and the notation of a performance-ready score. Coursework will also include an introduction to 20th-century compositional practices. Prerequisites: Theory I or equivalent and basic keyboard competence, or instructor's permission. NU and EV only.

## **244/644 Church Music Seminar. (4).**

Study of selected topics in church music with emphasis on practical applications in the field. Areas of study announced in the Schedule of Classes. Prerequisites: MUS 101, 105, or permission. May be repeated once for degree credit. Offered as needed.

## **248/648 Jazz-Commercial Arranging. (4).**

Students analyze the realization of melodic, harmonic, and rhythmic scoring of popular and semi-classical music in a variety of styles (e.g., jazz, Latin, rock, Dixie, etc.) for individual sections, combos, and major conducted ensembles, including string, winds, brass, percussion, and keyboards. Prerequisite: MUS 102 or permission. Offered as needed.

## **249/649 Early Childhood Music/Kodály Methods I. May Term (3).**

Introduction to early childhood musical development and Kodály approach for birth to first-grade music education. Emphasizes age-appropriate music activities, quality music materials, and teaching techniques based on research of children's musical abilities. Sequential lesson planning, movement, singing, instruments, improvisations, and music literacy are addressed. Offered in alternate years. NU only.

## **259 Literature of the Major. Fall (0), Spring (0).**

Satisfied by an examination given by the applied instructor during the final semester in residence covering the standard solo, ensemble, and technical literature of the instrument or voice. Students are expected to secure the appropriate literature list from their private teachers upon entry into the performance program. Prerequisite: performance majors only. CN only.

## **299 Upper Division Qualifying Examination. Spring (0).**

Minimum of three credits of private instruction on the major instrument or voice must be taken concurrently. Prerequisite: sophomore standing. CN only.

## **300 Music History and Literature from Antiquity to 1750. Fall (4).**

Comprehensive survey of the Western musical tradition from antiquity to the end of the Baroque period. Development of musical style studied through the achievements of great composers and the artistic, social, and cultural elements that were determining factors. Prerequisite: ability to read music desirable.

## **301 Music History and Literature from 1750 to the Present. Spring (4).**

Survey of the Western musical tradition covering the periods from the Viennese classicism period through New Romanticism. Development of styles is studied using the works of the great composers from Sammartini through Adams. Artistic, social, and cultural elements of style also explored. Prerequisite: ability to read music desirable.

## **307/607 World Music. May Term (3).**

Study of the basic elements of music outside of the usual European tradition including melody, rhythm, harmony, and form in the musics of the world. Emphasis on Latino, Asian, and African traditions. NU only.

## **335 Introduction to Conducting. Fall (2).**

Elements of the conductor's techniques, beat formation, and all rhythms; practice in

choral and instrumental conducting. Baton techniques and score reading with practical application. Prerequisite: MUS 102, 106.

### **339/639 Music in the Elementary School. May Term (3).**

Pre-professional methods and materials, with a focus on methods and techniques for early childhood through grade six. Units include the philosophical, historical, and psychological foundations of music education, planning for and assessment of music learning, as well as the methods of Off, Kodaly, Dalcroze, Edwin G. Gordon and Comprehensive Musicianship. Prerequisite: MUS 100 or permission. Offered in alternate years.

### **347/647 History of Opera and Musical Theater. May Term (3).**

Survey of the development of music and theatre, and their inevitable marriage from the early Egyptian, Greek, Roman, and Hebrew civilizations through medieval liturgical drama and pastoral plays, arriving at the eventuality of opera in the Seventeenth Century. Subsequent maturation of opera, and the delineation of Twentieth-Century models of operetta and popular musical theatre. NU and EV only. Offered in alternate years.

### **354/654 Counterpoint. (4).**

Principles of melodic writing: two-, three-, and four-part counterpoint involving the use of imitation, augmentation, mirroring, and diminution. Prerequisites: MUS 103, 107. Offered as needed.

### **356/656 Orchestration. Spring (2-4).**

Nature and potential of musical instruments. Arrangement and scoring for conventional groups (symphony orchestra, symphony band, marching band, principal chamber combinations), and for immediate practical instrumentation. Prerequisites: MUS 102, 106.

### **357 Choral Music at the Pre-College Level. Fall (4).**

Methods and materials for teaching vocal music in K-12 schools including chorus, vocal chamber ensembles, voice classes, recitals, stage productions, theory, and listening experiences. Prerequisite: MUS 335.

### **358 Instrumental Music at the Pre-College Level. Spring (4).**

Methods and materials for teaching instrumental music in K-12 schools including concert and marching bands, orchestra, jazz and pop groups, social instruments, theory, and listening experiences. Prerequisite: MUS 335.

### **360 Special Studies. Fall (2), Spring (2).**

Special topics offered as needed. May be repeated for degree credit given a different topic. Prerequisites: MUS 300 and 301, or permission. NU only.

### **399 Junior Recital (or Production of a Tape Recording). Fall (0), Spring (0).**

A minimum of 3 credits of private instruction on the major instrument or voice must be taken concurrently. Recital must be 30 minutes in length. CN only.

### **400 Form and Analysis. Spring (2).**

The study of musical coherence and formal process as seen in classical music written between the mid-18th to early-20th centuries. The investigation of traditional form and design from individual ideas, phrases, and themes to the large scale organization of complete movement. Prerequisite: MUS 104. Offered in alternate years. NU only.

### **402/602 Medieval and Renaissance Music Literature. Fall (4).**

Detailed survey of music examples from 600 to 1600, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 300. Offered in alternate years.

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## **403/603 Baroque Music Literature.**

### **Fall (4).**

Study of musical examples from 1600 to 1750, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 300. Offered in alternate years.

## **404/604 Classical Music Literature.**

### **May Term (3).**

Exploration of music written between 1750 and 1820, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 301. Offered in alternate years.

## **405/605 Romantic Music Literature.**

### **May Term (3).**

Survey of music written between 1820 and 1900, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Prerequisite: MUS 301. Offered in alternate years.

## **406/606 Twentieth-Century Music Literature. Spring (4).**

Examination and appreciation of the styles and major composers of the Twentieth Century. Detailed study of selected works. Prerequisite: MUS 301. Offered in alternate years.

## **436/636 Advanced Choral Conducting. Spring (4).**

Introduction to the art of choral conducting. Prerequisites: MUS 101, MUS 105, MUS 335, and MUSI 124 or two semesters of MUSI 111. Offered in alternate years.

## **437/637 Advanced Instrumental Conducting. Spring (4).**

Continuation and development of conducting techniques developed in MUS 335 or MUS 436. Application of these precepts to both choral and instrumental ensembles.

Emphasis on preparing and conducting from full choral and orchestral scores. Prerequisite: MUS 335 or equivalent. NU only. Offered in alternate years.

## **438/638 Advanced Composition.**

### **Fall (2–4), Spring (2–4).**

Weekly seminar and private study to encourage further exploration and development of an individual compositional style. Coursework will include specific composing assignments, listening reports, and the completion of a performance-ready score, as well as individual composing projects. Prerequisite: Two semesters of Introduction to Composition, or instructor's permission. May be repeated for degree credit for a maximum of 16 credits. NU only.

## **450 Collegium Musicum. (1–2).**

For singers and instrumentalists, emphasizing study and performance of representative styles of medieval and Renaissance music literature, including familiarization with period instruments and performance practices. Prerequisite: MUS 300. Offered as needed.

## **498A Full Senior Recital. Fall (0), Spring (0).**

A minimum of three credits of private instruction on the major instrument or voice must be taken concurrently. Composition majors may present, during the senior year, well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital. The Full Senior Recital must be one hour in length. CN only.

## **498B Half Senior Recital. Fall (0), Spring (0).**

A minimum of 3 credits of private instruction on the major instrument or voice must be taken concurrently. The Half Senior Recital must be thirty minutes in length. CN only.

## **498C Senior Project. Fall (0–2), Spring (0–2), May Term (0–2).**

CN only.



## Performance Studies

**Group Lessons.** Group lessons on all instruments and in voice are available each semester, subject to a minimum enrollment of three students per group. Each group will meet at least one hour per week. Students must provide their own instruments, except for students enrolled in piano, organ, and harp. Most band and orchestra instruments may be rented for a nominal fee from local music stores. Students who register for Wind Ensemble or Chamber Orchestra may use University of Redlands instruments at no charge, subject to their availability.

**Private Lessons.** Performance majors usually register for 3 credits each (semester (one one-hour lesson per week). General University students usually register for 1 or 2 credits per semester (one 30-minute to one 45-minute lesson per week). Private lessons begin during the second full week of classes.

**Juries.** Final examinations in performance are required of all students who take private instruction for evaluation or a grade. Students who do not demonstrate the required level of proficiency during the performance examination may be required to register for additional private instruction beyond the minimum number of credits required for the degree and major. Graduation with a major in performance does not depend upon earning the minimum number of credits in performance studies, but upon the degree of advancement attained by the student. All students who enroll in performance studies for a grade are required to attend a regularly scheduled performance class and participate in a major conducted ensemble during the semester of enrollment.

**Chamber Music.** All bachelor of music and bachelor of arts students who choose the recital option are required to perform chamber music during their degree recitals. Ensembles should be varied in size and nature. The pre-recital jury committee determines the appropriateness of the selected chamber works and approves them when the recital repertoire is approved.

**Pre-recital Jury Examinations.** Students presenting required recitals,

students presenting a full or partial recital to fulfill the senior project requirement in the bachelor of arts program, and any other students recommended to do so by their private instructor must present a pre-recital jury examination. In the semester prior to the scheduled recital, students must bring a list of their proposed recital repertoire to the area jury for approval. Students studying abroad must present their proposed program to the performance studies chairman during the first week of the semester following the student's return. The pre-recital jury examination must be presented at least four weeks, and no sooner than eight weeks, before the scheduled recital date.

The pre-recital jury will consist of the private teacher and one or more additional faculty member(s) approved by the private teacher. At least one member of the pre-recital jury must be a full-time faculty member. At the examination, the student must be prepared to perform the entire recital at final performance level, including memorization, if required. All those who will participate in the recital must perform at the pre-recital examination. In the case of composition recitals, all scores and parts must be available for examination, and at least half of the works must be performed.

If the pre-recital jury examination is not approved, the student may not present the recital until a subsequent semester. Pre-recital jury examinations and all required recitals must take place when classes are in session during the regular academic year.

*With the approvals of the private teacher, the performance studies chair, and the director of the School of Music, the pre-recital jury examination may be waived for composition majors only.*

## Upper-division Qualifying Jury Examination. MUS 299.

Bachelor of music majors in performance, composition, and music education must pass the upper-division qualifying jury examination to register for private instruction as a junior or senior music major. These examinations will be scheduled at 20-minute intervals, and each student will be expected to perform for at least 15 minutes. Upper-division

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sion Qualifying Jury Examinations will normally be taken at the end of the Spring semester of the sophomore year. A student may take the Upper-division Qualifying Jury a maximum of two times. A student who fails the Upper-division Qualifying Jury Examination will be denied permission to continue in the current major.

## APPLIED INSTRUCTION COURSES (MUAP)

Students wishing to study privately in piano, guitar, organ, or voice must complete the class instruction (MUSI) offered or demonstrate equivalent proficiency prior to registering for private lessons.

Music instruction for non-majors or majors on a secondary instrument (MUAP 100–199) is offered in the following areas. Consult the *Schedule of Classes* for current enrollment.

### Group Instruction

101 Classical Piano	129 Jazz Guitar
103 Jazz Piano	131 Pop Guitar
107 Classical Voice	133 Electric Bass
123 Jazz Percussion	135 Classical Other
125 Harp	136 Jazz Other
127 Classical Guitar	137 Other

### Private Instruction

102 Classical Piano	118 Horn
104 Jazz Piano	119 Trumpet
105 Organ	120 Trombone
106 Harpsichord	121 Tuba
108 Classical Voice	122 Classical Percussion
109 Violin	124 Jazz Percussion
110 Viola	126 Harp
111 Cello	128 Classical Guitar
112 Double Bass	130 Jazz Guitar
113 Flute	132 Pop Guitar
114 Oboe	134 Electric Bass
115 Clarinet	135 Classical Other
116 Bassoon	136 Jazz Other
117 Saxophone	137 Other

### Private instruction for majors

(MUAP 300–399) is offered in the following categories:

302 Classical Piano	319 Trumpet
304 Jazz Piano	320 Trombone

305 Organ	321 Tuba
306 Harpsichord	322 Classical Percussion
308 Classical Voice	324 Jazz Percussion
309 Violin	326 Harp
310 Viola	328 Classical Guitar
311 Cello	330 Jazz Guitar
312 Double Bass	331 Jazz
313 Flute	Improvisation
314 Oboe	332 Pop Guitar
315 Clarinet	334 Electric Bass
317 Bassoon	335 Classical Other
317 Saxophone	336 Jazz Other
318 Horn	337 Other

### Class Instruction

Class instruction is offered in the areas below. No student will be permitted more than two semesters of such instruction on any one instrument and must be a beginner in the subject unless there are sections at various levels. There must be at least five students enrolled for the class to be scheduled.

## COURSE DESCRIPTIONS:

### CLASS INSTRUCTION (MUSI)

#### 121 Class Piano. Fall (1), Spring (1).

Emphasis on basic piano technique and elementary music-reading skills. Includes harmony, accompanying, improvisation, and musical performance. Functional keyboard skills appropriate to each B.A. and B.M. major track. May be repeated for degree credit for a maximum of 3 credits, but must be repeated until basic competencies and skill levels are met.

#### 123A Class Classical Guitar I. Fall (1), Spring (1).

CN only.

#### 123B Class Classical Guitar II. Fall (1), Spring (1).

CN only.

#### 124 Introduction to Voice.

#### Fall (1), Spring (1).

CN only.

**125A Class Popular Guitar I.**  
**Fall (1), Spring (1).**  
 CN only.

**125B Class Popular Guitar II.**  
**Fall (1), Spring (1).**  
 CN only.

**125C Class Popular Guitar III.**  
**Fall (1), Spring (1).**  
 CN only.

**Ensembles**

*Only MUSI 111 University Choir, MUSI 131 University of Redlands Symphony Orchestra, and MUSI 138 Wind Ensemble may be used to fulfill the “major conducted ensembles” requirement in the various majors.*

**GPA Requirement for Ensemble Participation.** As determined by the GPA earned in the immediately preceding semester, not the cumulative GPA, music majors may participate in ensembles as follows:

Status	Ensembles
Freshmen	two or fewer
Transfers	two or fewer
2.49 or under	one
2.5–2.99	two
3.0 or above	more than two

For the purpose of this section, “ensembles” are Symphony Orchestra, Chamber Orchestra, Wind Ensemble, Studio Jazz Band, University Choir, Chapel Singers, Opera Workshop, and any other ensemble that is conducted.

**General Ensemble Syllabus**

The following, combined with an addenda syllabus which may be provided for each specific ensemble, constitutes the official syllabus for all ensembles as defined in the preceding paragraph. Students registered for any ensemble in which they participate must be enrolled with a grading option of “credit” (CR) or “audit” (AU).

Any member of a wind/percussion ensemble or orchestra may be required to participate in the Feast of Lights (Fall semester) or the opera or musical theatre

production (Spring semester). Assignments to these productions are posted no later than the beginning of the third week of classes. Dates for rehearsals and performances are made available at the beginning of each semester.

All students participating in an ensemble must meet the following requirements to receive credit for the course:

1. Attend all rehearsals and concerts and be in place ready to participate at the designated times
2. Come to rehearsals and performances adequately prepared (inadequate preparation, as determined by the conductor, will result in an unexcused absence)
3. Decline outside activities during the semester that conflict with scheduled rehearsals and concerts

To maintain acceptable standards of performance and the integrity of the ensembles, **no unexcused absences will be permitted.** One or more unexcused absences will result in no credit for the course. The instructor will determine whether an absence is excused or unexcused.

The instructor should be notified in advance of any anticipated absence or situation that would require a student to be late. Normally excused absences will be approved **only** for serious illness, emergencies, or situations usually considered to be unforeseeable. Students who must be absent are responsible for seeing that their music is present at the rehearsal or performance and for securing an acceptable substitute, where appropriate.

**COURSE DESCRIPTIONS:**

**Ensembles (MUSI)**

**110/610 Opera Workshop.**  
**Fall (0–3), Spring (0–3).**

Preparation and performance of scenes from opera or musical theatre. NU only.

**111 University Choir.**  
**Fall (0–1), Spring (0–1).**

NU only.

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**112 Chapel Singers.**  
**Fall (0–1), Spring (0–1).**  
NU only.

**113 University of Redlands Chorale.**  
**Fall (0–1), Spring (0–1).**  
Prerequisite: audition required. NU only.

**114 Madrigals. Fall (0–1), Spring (0–1).**  
Prerequisite: audition required. NU only.

**130 Redlands Symphony Orchestra.**  
**Fall (0–1), Spring (0–1).**  
Membership in the Redlands Symphony Orchestra. Prerequisite: professional level audition required. NU only.

**131/631 University of Redlands  
Symphony Orchestra.**  
**Fall (0–1), Spring (0–1).**  
Prerequisite: audition required. NU only.

**132 Chamber Orchestra.**  
**Fall (0–1), Spring (0–1).**  
NU only.

**133 Chamber Ensemble: Strings.**  
**Fall (0–1), Spring (0–1).**  
NU only.

**135 Jazz Improvisation Ensemble.**  
**Fall (0-1), Spring (0-1), May (0-1).**  
Performance of small jazz ensemble literature from various style periods with a focus on developing improvisation skills. Prerequisite: Audition required. NU and EV only.

**136 Studio Jazz Band.**  
**Fall (0–1), Spring (0–1).**  
NU only.

**137 Chamber Ensemble: Winds and  
Percussion. Fall (0–1), Spring (0–1).**  
NU only.

**138 Wind Ensemble.**  
**Fall (0–1), Spring (0–1).**  
NU only.

**139 Special Ensemble.**  
**Fall (0–1), Spring (0–1).**  
NU only.

## THE GRADUATE PROGRAM

### Admission

Applications for graduate study are available from the Office of the Director, School of Music, P.O. Box 3080, University of Redlands, Redlands, CA 92373-0999; telephone (909) 748-8700. Applicants should have a grade point average of at least 2.75 on a 4.0 scale from an accredited undergraduate program and must have a bachelor's degree in music.

The deadline for submission of applications is four weeks prior to the beginning of each term. Applicants are encouraged to submit their documentation well in advance of the intended semester of matriculation.

Only completed applications will be considered. A completed application must include the following:

1. A University of Redlands Application for Admission to Graduate Study in Music;
2. The \$40 non-refundable application fee;
3. Two recommendations from professionals qualified to assess the applicant's potential for success in the intended major;
4. Official transcripts from each college or university previously attended;

*Note: Transcripts from foreign colleges and universities must be evaluated by the Credential Evaluation Service of the International Education Research Foundation, Inc. and sent directly to the School of Music.*

5. Official scores of the Test of English as a Foreign Language (TOEFL) if English is not the principal language (a minimum score of 550 is required);
6. An admission audition for those intending to major in performance (applicants living within 200 miles of Redlands are expected to audition in person; others may submit tapes); and
7. Copies of representative original scores for those intending to major in composition.

### Auditions

Admission auditions may be performed at the University of Redlands (on special days set aside for admission auditions) by appointment, or through submission of tape

recordings. Auditions should last no more than twenty minutes. While no specific repertory is required for instrumentalists, selections should demonstrate the applicant's full range of musical and technical ability, and works from two or three different historical periods or of differing type are suggested. Voice applicants must present at least four arias or songs—one each in English, French, German, and Italian. Conducting applicants must meet all of the current requirements for admission to the graduate program and have significant conducting experience. Submit at thirty minute video of rehearsal and performance, repertoire list and current curriculum vitae and have an interview (live interview preferred). To schedule an audition, contact the Office of the Director. Audition tapes also should be sent to the Director's office.

### Acceptance

Notification of acceptance into the master program is sent by the School of Music director.

## THE MASTER OF MUSIC

The master of music degree is available in composition, conducting, music education, and performance.

### Program Requirements

All graduate students must enroll in MUS 600 and 601 during the first two semesters of study. Each major program requires 40 credits distributed as follows:

### The Major in Composition

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- MUS 638 Composition—16 credits total
- Applied studies—4 to 8 credits
- Major conducted ensembles—4 credits
- MUS 606 Twentieth-Century Music Literature—2 credits
- Music literature elective chosen from MUS 647, 602, 603, 604, and 605—2 credits
- Electives—4 to 8 credits

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*Note: Students are encouraged to take at least one elective course outside the field of music.*

- MUS 698 Graduate Recital—0 credits
  - MUS 699 Final Examination—0 credits
- The graduate recital consists of original works composed while in residence.

## The Major in Conducting

- MUS 600 Graduate Music Theory—4 credits
- MUS 601 Musicology—4 credits
- MUS 606 20th Century Literature—2 credits
- MUS 638 Conducting—4 credits (16 credits total)
- MUS 643 Instrumentation—2 credits
- MUS 645 Score Study and Analysis—2 credits
- MUS 646 Conducting Rehearsal Techniques—2 credits
- MUS 698 Recital—0 credits
- Students are required to perform: One public recital each year (2 total).
- The final recital is recommended to include an instrumental ensemble (for choral conductors) and a choral ensemble (for instrumental conductors).

*Ensembles each term of residence (Students are required to perform in the ensemble they assist.)*

- Electives—6 credits, other 600-level music courses or Applied Lesson. (Ensembles cannot be counted toward the elective requirement.)

## The Major in Music Education

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- EDUC 603 Research and Evaluation **OR** EDUC 659 Learning Theory and Assessment—3 credits
- MUS 652 Foundations of Music Education—4 credits
- EDUC 670 Program Administration—3 credits
- MUS 658 Psychology of Music—4 credits
- Applied studies—4 credits

*Note: Two semesters of applied studies are required.*

- Music Electives—6 credits
- Individualized Study in Music Education (band, choir, elementary, etc.)—4 credits

*Note: Students are encouraged to take at least one elective course outside the field of music.*

- Major conducted ensembles—4 credits
  - MUS 698 Graduate Recital—0 to 2 credits or MUS 696 Thesis—0 to 2 credits
  - MUS 699 Final Examination—0 credits
- The thesis (MUS 696), if chosen, is supervised by the student's graduate advisor and personal graduate committee.

If a recital (MUS 698) is chosen, permission must be secured before the end of the first semester of graduate study. Those pursuing this option must study privately with an appropriate faculty member for two consecutive semesters preceding the recital.

The School of Music Graduate Committee must approve the thesis proposal or recital program.

## The Major in Performance

- MUS 600 Graduate Studies in Music Theory and Analysis—4 credits
- MUS 601 Graduate Studies in Musicology—4 credits
- Applied studies—12 to 16 credits
- Major Conducted Ensembles or Opera Workshop for vocal majors, or MUS 611 Accompanying—4 credits
- Music literature electives chosen from
- MUS 647, 602, 603, 604, 605, and 606—4 credits **Note:** Vocal majors must take MUS 647.
- Electives—8 to 12 credits

*Note: Organ majors must take MUS 644 and MUS 657. Piano majors must take MUS 628 and MUS 617 as electives.*

*Note: Students are encouraged to take at least one elective course outside the field of music.*

- MUS 698 Graduate Recital—0 credits
- MUS 699 Final Examination—0 credits

The first recital must occur before the completion of 20 credits. Between twenty-five and fifty percent of the repertoire for one of the recitals must consist of chamber ensemble works (larger than instrument plus keyboard). The combined recitals must contain at least one work written within the past fifty years. Content of each recital must

be approved by the student's graduate committee.

## Final Oral Examination

Each major program requires that the student pass a final oral examination given by the student's graduate committee. The examination normally covers the literature of the major, the thesis (if applicable), and the repertoire of the recital(s). The student should also demonstrate graduate-level competence in music theory, music history, general literature, and scholarship.

## Transfer Credit

A maximum of 6 credits of graduate credit completed at another accredited institution within the previous six years may count toward the master of music, subject to approval by the Graduate Studies Coordinator.

## Diagnostic Entrance Examinations

Preceding the first semester of study, entering students must take a diagnostic examination in music history and literature. This test covers knowledge equivalent to the expectations of graduates of The University of Redlands bachelor of music program. Areas of weakness identified through this examination may be strengthened through enrollment in appropriate graduate or undergraduate courses, or students may choose to study on their own. Diagnostic examinations are given immediately preceding each semester.

## Graduate Assistantships

The application for a graduate assistantship is part of the Application for Admission to Graduate Study. Assistantships are awarded in a wide variety of areas including, but not limited to, teaching, accompanying, ensemble assistance, concert management, and recording.

## Special Regulations

To be considered for the Master of Music in Music Education students must have an undergraduate degree that is equivalent to the University of Redlands Bachelor of Music

in Music Education, complete an Interview with the Music Education Committee and perform a live or taped Applied Audition (can be performance, composition or conducting.) In the event that the evaluation of the undergraduate transcript reveals discrepancies between the earned degree and the Bachelor of Music Education, student may be required to complete undergraduate courses to complete the necessary prerequisites for the Graduate Program.

Students in performance must register for a minimum of 3 credits of private instruction on the major instrument/voice during the semester in which a required graduate recital is presented. All majors (except keyboard and voice—see below) are expected to earn 4 credits in an appropriate School of Music major conducted ensemble unless the normal assignment is waived or reassigned by petition to the music faculty. The normal appropriate major conducted ensembles are: MUSI 608A University Choir (vocal majors), MUSI 608F Wind Ensemble (wind and percussion majors), and MUSI 631 University of Redlands Symphony Orchestra (string majors). Guitarists will be assigned according to their secondary interests. Keyboard majors are required to enroll in MUS 611 Accompanying for up to 4 credits as required by the degree—instead of a major conducted ensemble. In addition, vocal majors may elect to take 4 credits in MUSI 610 Opera Workshop in lieu of a major conducted ensemble.

At least four weeks prior to each required performance recital, the complete proposed repertoire must be performed for the candidate's committee at a pre-recital evaluation jury. In the case of composition recitals, all scores and parts must be available for examination and at least half of the works must be performed for the committee. At the completion of the evaluation, the committee will notify the candidate whether the recital will be given as scheduled.

Completed, typed, and edited program notes must be presented to the committee for approval at the time of the pre-recital evaluation. All printed recital programs must contain approved program notes.

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Verbal commentary at recitals is not permitted.

*With the approvals of the private teacher, the performance studies chair, and the director of the School of Music, the pre-recital jury examination may be waived for composition majors only.*

## ARTIST DIPLOMA IN MUSIC

In lieu of a traditional master's degree, students may enroll in an intensified performance program leading to an Artist Diploma in Music.

### Admissions

Prospective students must have a bachelor's degree or equivalent in music. There will be an in-person audition specific to each instrument or voice. Once admitted, students must pass an Artist Diploma Entrance Jury (scheduled within the normal year-end jury examinations) by the end of the first year before being allowed to continue in the program.

Those students whose primary language is not English must report a score of at least 450 on the TOEFL examination by the end of the first year of study.

### Required Courses

- Applied Music—24 credits (6 per semester)
- Graduate-level music courses—4 credits
- Directed study in the literature of the major—4 credits
- Participation in a major conducted ensemble (or accompanying for organ and piano majors)—4 credits (one per semester)
- Three formal recitals

## COURSE DESCRIPTIONS (MUS)

### 600 Graduate Studies in Music Theory and Analysis. Spring (4).

Exploration of varied analytic techniques helpful in performing, listening, and composing. Includes review of chromatic harmony and voice-leading, Schenkerian analysis, and in-depth study of selected scores.

### 601 Graduate Studies in Musicology. Fall (4).

Introduction to music bibliography library procedures for music, history, and research. Knowledge gained from undergraduate survey courses serves as point of departure for detailed studies in selected areas. Students present informal reports and formal papers to the class.

### 602 Medieval and Renaissance Music Literature. Fall (2).

Detailed survey of music examples from 600 to 1600, with emphasis on the definition of style and its expression by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years.

### 603 Baroque Music Literature. Fall (2).

Examples of music written from 1600 to 1750 are studied, with emphasis on the definition of style and how it is expressed by composers. Approaches include performance, analysis, and research methods. Offered in alternate years.

### 604 Classical Music Literature. May Term (2).

Exploration of music written between 1750 and 1820, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years.

### 605 Romantic Music Literature. May Term (2).

Survey of music written between 1820 to 1900, with emphasis on the definition of style and how it is expressed by individual composers. Approaches include performance, analysis, and research methods. Offered in alternate years.

### 606 Twentieth-Century Music Literature. Spring (2).

Detailed study of music examples from the Twentieth Century, with the goal of examining the basic directions of contemporary music. Included are neoclassicism, nation-



alism, classical and post-Webern serialism, eclecticism, indeterminacy, electronics, and jazz. Offered in alternate years.

### **607 World Music. May Term (3).**

Study of the basic elements of music outside of the usual European tradition including melody, rhythm, harmony, and form in the musics of the world. Emphasis on Latino, Asian, and African traditions. NU only.

### **611 Accompanying. Fall (1), Spring (1).**

Study of vocal coaching (opera and art song) and instrumental accompanying techniques. Practicing, rehearsing together, literature, transposition, and sight-reading. Supervised practice sessions. May be repeated for up to 4 degree credits.

### **614 Jazz Improvisation II. Fall (2).**

Study of advanced jazz improvisation with the goal of enabling students to develop styles of their own. Prerequisite: permission. 616 Seminar in Woodwind Instruments. (2). Reedmaking, mouthpiece refacing, tuning, minor repairs, and mechanical adjustments. Emphasis on single reeds. Principles may be applied to other woodwinds. Prerequisite: permission. Offered as needed.

### **617 Piano Literature. (2).**

Examination of the literature for solo piano, chamber music with piano, and piano concertos written from the mid-18th century to the present time. Music written for harpsichord and clavichord prior to 1750 but commonly performed on the piano also included. Stylistic, social, and cultural elements explored. Extensive listening and examination of scores. Prerequisite: ability to read music. Offered as needed.

### **624 German and Italian Vocal Literature and Diction. Fall (2).**

Exploration of literature for the voice in the German and Italian languages, and correct diction for each language. Includes learning and working with the International Phonetic Alphabet. NU only.

### **625 English and French Vocal Literature and Diction. Spring (2).**

Exploration of literature for the voice in the English and French languages, and correct diction for each language. Includes learning and working with the International Phonetic Alphabet. NU only.

### **628 Pedagogy. Fall (2).**

Principles and theories of pedagogy applied to the teaching of music. Offered in alternate years.

### **629A Pedagogy Practicum: Vocal Pedagogy.**

### **629B Pedagogy Practicum: Strings and Guitar.**

### **629C Pedagogy Practicum: Keyboard. Spring (2).**

Supervised and observed studio teaching. University students teach two or more private students for an entire semester. One segment explores methods and materials appropriate for teaching one's own instrument or voice. Prerequisite: MUS 628. Offered in alternate years.

### **636 Advanced Choral Conducting. Spring (4).**

Introduction to the art of choral conducting. Offered in alternate years.

### **637 Advanced Instrumental Conducting. Spring (4).**

Students develop analytical skills, knowledge of appropriate wind literature, effective non-verbal communication skills, and effective rehearsal techniques. Offered in alternate years. NU only.

### **638 Composition. Fall (3–4), Spring (3–4).**

The exploration and development of individual compositional styles through private lessons and class meetings. Projects and assignments are geared to each student's background and experience. Prerequisite: Ability to read and notate music, basic keyboard skills. May be repeated for degree credit for a maximum of 16 credits. NU only.

# Music

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## **639 Music in the Elementary School. May Term (3).**

Pre-professional methods and materials, with a focus on methods and techniques for early childhood through grade six. Includes melodic and rhythmic concepts, singing, instrumental skills on rhythm and percussion instruments, autoharp and recorder, Orff-Kodaly for the classroom, writing for Orff instruments, and Orff orchestration. Offered in alternate years.

## **641 Marching Band Techniques. Fall (2).**

Study and experience in various charting procedures including Step-two, Asymmetrical, Corps style, and computer charting. Developing effective rehearsal techniques, philosophical considerations, and arranging for the marching band. Offered in alternate years.

## **643 Instrumentation. Fall (4).**

This is a historical and practical study of instrumentation with an emphasis on specific techniques related to writing for orchestral instruments. Prerequisite: MUS 356. Offered as needed. NU only.

## **644 Church Music Seminar. (2).**

Study of selected topics in church music with an emphasis on practical applications in the field. Areas of study announced annually. May be repeated for degree credit. Prerequisite: permission. Offered as needed.

## **645 Score Study and Analysis. Spring (2).**

This seminar is the study of musical coherence and formal structure as seen in orchestral and choral works written from the mid-18th century to the late 20th century. The structural investigation of each work will be based on harmonic and thematic design, motive elaboration, text selection and orchestration. Prerequisite: permission. Offered as needed. NU only.

## **646 Conducting Rehearsal Techniques. Fall (2).**

This course will introduce students to a variety of rehearsal techniques through

conductor observation/discussion, weekly readings and podium time. Each student will be required to observe conductors on a weekly basis and report their findings to the class. Prerequisite: permission. Offered as needed. NU only.

## **647 History of Opera and Musical Theater. May Term (3).**

Survey of the development of music and theatre, and their inevitable marriage from the early Egyptian, Greek, Roman, and Hebrew civilizations through medieval liturgical drama and pastoral plays, arriving at the eventuality of opera in the Seventeenth Century. Subsequent maturation of opera, and the delineation of Twentieth-Century models of operetta and popular musical theatre. NU and EV only. Offered in alternate years.

## **648 Jazz-Commercial Arranging. Spring (2).**

Prerequisites: permission, enrollment in MUSI 608G. Offered as needed.

## **649 Early Childhood Music/Kodály Methods I. May Term (3).**

Introduction to early childhood musical development and Kodály approach for birth to first-grade music education. Emphasizes age-appropriate music activities, quality music materials, and teaching techniques based on research of children's musical abilities. Sequential lesson planning, movement, singing, instruments, improvisations, and music literacy are addressed. Offered in alternate years. NU only.

## **652 Foundations of Music Education. Fall (4).**

Examination of the historical, philosophical, and sociological foundations of music education with an emphasis on contemporary research-based theories. Offered in alternate years.

## **653 Administration and Supervision in Music. Fall (2).**

A seminar in music administration at the public school level (K-12) for individuals

involved or interested in the educational management of music. Topics may include faculty management, curriculum sequence, department image and balance, and state guidelines for music education. Offered in alternate years. NU only.

### **654 Counterpoint. (2).**

Principles of melodic writing: two-, three-, and four-part counterpoint involving the use of imitation, augmentation, mirroring, and diminution. Offered as needed.

### **655 Computer Techniques in Music Education. Spring (2).**

The current uses of personal computers and MIDI instruments for music education, including their applications in music theory, manuscript, performance, composition, and ear-training. No previous computer knowledge required. Offered in alternate years. NU only.

### **656 Orchestration. Spring (2-4).**

Nature and potential of musical instruments; arrangement and scoring for conventional groups (symphony orchestra, symphony band, marching band, principal chamber combinations) and for immediate practical instrumentation.

### **657 Organ History and Literature. Spring (2).**

Examination of the construction and repertoire of the pipe organ from its invention to the present day. Iconography, mechanics, and acoustics, as well as cultural and societal interdependence, are included. Open to non-organists. Offered in alternate years.

### **658 Psychology of Music. Spring (4).**

Examination of contemporary music learning theories with an emphasis on current research-based teaching methods. Offered in alternate years.

### **696 Thesis. Fall (1-2), Spring (1-2).**

May be repeated for degree credit up to 4 credits. NU only.

### **697 Special Studies. Fall (2), Spring (2).**

### **698 Graduate Recital. Fall (0), Spring (0).**

Composition majors may present (once each year) well-rehearsed public presentations of three to four works (or equivalent) in lieu of a single recital.

### **699 Final Examination. Fall (0), Spring (0).**

## **Applied Instruction Courses (MUAP)**

### **Private Instruction for Graduate Students. Fall (1-6), Spring (1-6).**

Private instruction is divided into the following classifications:

- MUAP 602 Classical Piano
- MUAP 604 Jazz Piano
- MUAP 605 Organ
- MUAP 606 Harpsichord
- MUAP 608 Classical Voice
- MUAP 609 Violin
- MUAP 610 Viola
- MUAP 611 Cello
- MUAP 612 String Bass
- MUAP 613 Flute
- MUAP 614 Oboe
- MUAP 615 Clarinet
- MUAP 616 Bassoon
- MUAP 617 Saxophone
- MUAP 618 Horn
- MUAP 619 Trumpet
- MUAP 620 Trombone
- MUAP 621 Tuba
- MUAP 622 Classical Percussion
- MUAP 626 Harp
- MUAP 624 Jazz Voice
- MUAP 628 Classical Guitar
- MUAP 630 Jazz Guitar
- MUAP 632 Popular Guitar
- MUAP 634 Electric Bass
- MUAP 635 Classical Other
- MUAP 636 Jazz Other
- MUAP 637 Other

# Music

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## ENSEMBLES (MUSI)

### **608 Graduate Ensemble. Fall (0–1), Spring (0–1).**

Participation in, and assistance with, a specific School of Music ensemble. No more than 4 credits of MUSI 608 can be applied to a master's degree in music. NU only. The following ensembles are available through registration in MUSI 608.

MUSI 608A University Choir

MUSI 608B Chapel Singers

MUSI 608D Symphony Orchestra

MUSI 608E Orchestra

MUSI 608F Wind Ensemble

MUSI 608G Studio Jazz Band

MUSI 608H Chamber Ensemble

MUSI 608I Special Ensemble

MUSI 608J Madrigals

MUSI 608K Jazz Combo

### **610 Opera Workshop. Fall (0–3), Spring (0–3).**

Preparation and performance of scenes or a full production of opera or musical theatre. NU only.

### **631 University of Redlands Symphony Orchestra. Fall (0–1), Spring (0–1).**

Prerequisite: audition required. NU only.

## THE FACULTY

Lawrence Finsen  
Kathie Jenni  
Xinyan Jiang  
James Krueger  
Kevin O'Neill

## THE MAJOR

The Philosophy Department offers (1) a general philosophy major, (2) a philosophy major with an emphasis in Chinese philosophy, and (3) a philosophy major with an emphasis on ethics. As PHIL 200 and PHIL 220 are prerequisites for a number of advanced courses, majors are encouraged to plan to take these two courses by the end of their second year.

### General Philosophy Major Requirements

The general philosophy major consists of eleven courses in philosophy, or ten courses in philosophy and one (only) of the following courses: GOVT 310-321 (any of the political theory courses) or HIST 314 European Thought and Culture: 1945-Present.

All majors must take eight “core” courses, as follows. No single course can count for more than one of these areas.

- One introductory-level course: either PHIL 100 Introduction to Philosophy, PHIL 120 Ethics and Social Philosophy, or PHIL 150 Introduction to Chinese Philosophy
- Two courses in Historical Foundations of Western Philosophy: PHIL 200 Greek Philosophy and 220 (Seventeenth- and Eighteenth-Century Philosophy)
- At least one course in Non-Western philosophy: PHIL 150 Introduction to Chinese Philosophy, 312 Chinese Buddhism, 314 Daoism, or 316 Confucianism
- At least one course in logic: PHIL 351-352 (both needed if offered as two-semester, two-unit courses), or 350
- At least one advanced course in ethics: PHIL 320, 330, or 331
- At least one advanced course in meta-

physics or epistemology: PHIL 300, 312, 314, or 340

- Two semesters of PHIL 461 Philosophy Practicum

An appropriate 300 or 400 level topics course can be substituted for any given requirement with Chair approval. No more than three 100-level courses may count toward the major.

### Emphasis in Chinese Philosophy Requirements

The Chinese Philosophy emphasis consists of eleven courses as follows:

- PHIL 150 Introduction to Chinese Philosophy
- Two of the following three courses: PHIL 312 Chinese Buddhism, 314 Daoism, or 316 Confucianism
- Two courses in Historical Foundations of Western Philosophy: PHIL 200 Greek Philosophy and 220 Seventeenth- and Eighteenth-Century Philosophy
- At least one course in logic: PHIL 350 or 351-352 (both needed if offered as two semester, two-unit courses)
- At least one advanced course in Ethics (PHIL 316 Confucianism can meet this requirement)
- At least one advanced course in Metaphysics or Epistemology (PHIL 312 Chinese Buddhism or 314 Daoism can meet this requirement)
- Two courses in Chinese culture from the following: PHIL 160 Chinese Civilization, HIST 141 Classical Asian Civilization: China and Japan, AST 111 Introduction to Asian Literature, AST 120 Chinese/Japanese Calligraphy, GOVT 222 Asian Politics and Development
- Two semesters of PHIL 461 Philosophy Practicum; the Capstone project must address a topic in Chinese Philosophy
- Electives in Philosophy, including at least one course at the 300 level or above, to total eleven courses; any of the following may count as one elective: GOVT 310-321, HIST 314

Students with this emphasis are strongly encouraged to take CHNS 101-102 Beginning Chinese (Mandarin), and/or a travel course to

# Philosophy

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China during May Term, and/or study in China for a semester or a year via the university's study abroad programs.

## Emphasis in Ethics Requirements

The Ethics emphasis consists of eleven courses as follows:

- PHIL 120 Ethics and Social Philosophy
- Two courses in Historical Foundations of Western Philosophy: PHIL 200 Greek Philosophy and PHIL 220 Seventeenth- and Eighteenth-Century Philosophy
- At least one course in Non-Western philosophy: PHIL 150 Introduction to Chinese Philosophy, 312 Chinese Buddhism, 314 Daoism, or 316 Confucianism
- At least one course in logic: PHIL 350 or 351-352 (both needed if offered as two semester, two-unit courses)
- At least three courses in Ethics besides PHIL 120 (no more than one 100-level course may count); possibilities include: PHIL 140 Taking Animals Seriously, 255 Medical Ethics, 310 Philosophy and Feminism, 320 Ethics and Law, or 330 Ethics and the Environment
- Two semesters of PHIL 461 Philosophy Practicum
- Two electives in Philosophy, or one in Philosophy and one from the following: GOVT 310-321 (or any of the political theory courses), HIST 314

Students with this emphasis are strongly encouraged to complete a minor or a second major in a related field (e.g., Government, Environmental Studies), and to pursue an internship or community service in a pertinent area.

## THE MINOR

The minor in philosophy consists of 24 credits, including the following:

- One introductory-level course in Philosophy
- Two history of Philosophy courses (either PHIL 200 Greek Philosophy and PHIL 220 17th- and 18th-Century Philosophy or PHIL 150 Introduction to Chinese Philosophy and a 300-level course in Chinese Philosophy)

- A capstone experience that either integrates a philosophical component into the student's major capstone project (with the consent of the major department) or follows one of three projects included in the Philosophy major capstone

The minor may take one of two paths. Students electing to minor in Philosophy should consult an advisor in the department and are encouraged to explore ways to integrate the minor with their major.

## THE CAPSTONE EXPERIENCE

Seniors must register for PHIL 461 Philosophy Practicum, but their capstone experience may take one of two possible forms:

- 1.) Writing a Senior thesis in the student's area of emphasis, or
- 2.) Compiling a Senior portfolio including
  - a.) a major reflective essay, 15 pages or so, discussing program design and the student's growth over time;
  - b.) a revised and polished essay from any course, and
  - c.) samples of papers, exams, journals, and so on from three or four courses at various levels of sophistication (to be discussed in the reflective essay) that reflect the student's progress.

## DEPARTMENTAL HONORS

A departmental honors program that involves an exceptional senior project is available for qualified and motivated students. Admission to the program might come by departmental invitation or, should students initiate their own applications, by affirmative vote of the philosophy faculty. Interested students should consult their advisors for information about application procedures and requirements.

## STUDY ABROAD

Philosophy majors and minors are strongly encouraged to include study abroad in their academic planning. The opportunity to develop deeper understanding of another culture is of immense value to any liberally educated person, and of particular value to philosophy students. A number of programs

are available that would be especially beneficial to someone studying philosophy, including programs in English and other languages. Students should plan off-campus study early in consultation with both their department advisor and the Study Abroad Office.

## COURSE DESCRIPTIONS (PHIL)

### **100 Introduction to Philosophy.**

#### **Fall (4), Spring (4).**

Introduction to substantive issues in philosophy through examination of historical and contemporary sources. Designed to provide a survey of topics in various areas, including ethics, metaphysics, and epistemology.

### **120 Ethics and Social Philosophy.**

#### **Fall (4), Spring (4).**

Examination of competing ethical and social-political theories in the context of current ethical controversies.

### **130 Reasoning and Logic.**

#### **Fall (4) or Spring (4).**

Practical introduction to logic and critical thinking, with emphasis on developing the ability to detect fallacious arguments and construct sound ones in a variety of practical contexts.

### **140 Taking Animals Seriously.**

#### **May Term (3).**

Internship at Best Friends Animal Sanctuary in Kanab, Utah, grounded in study of the history, issues, and philosophies of animal welfare activism. One and one-half days per week of class-time; three and one-half days of full-time sanctuary work: cleaning, feeding and watering, socializing and exercising animals, veterinary care, adoption services. Offered as needed. CN and EV only.

### **150 Introduction to Chinese Philosophy.**

#### **Fall (4).**

An introduction to Chinese philosophy. Readings selected mainly from Confucian,

Taoist, and Buddhist traditions. No prior acquaintance with Chinese literature or Philosophy will be presupposed.

### **160 Introductory Topics in Philosophy.**

#### **Fall (4), Spring (4), or May Term (3).**

Study of selected topics, movements, authors, or works in philosophy chosen to reflect student interest and instructor availability. May be repeated for degree credit given different topics for a maximum of 8 credits. Offered as needed.

### **200 Greek Philosophy. Fall (4) or**

#### **Spring (4).**

Study of original texts in Greek philosophy selected from the pre-Socratics, Plato, Aristotle, and the Stoics. Students are acquainted with philosophers who began the Western intellectual tradition. Prerequisite: one course in philosophy or permission.

### **210 Medieval Philosophy. Spring (4).**

Study of original texts from medieval philosophy selected from Augustine, Aquinas, Anselm, Abelard, Bonaventure, Scotus, and Ockham. Emphasis on the place philosophy occupied in medieval culture and especially its relations to religious faith. Prerequisite: one course in philosophy or permission. Offered as needed.

### **220 Seventeenth- and Eighteenth-**

#### **Century Philosophy. Fall (4) or**

#### **Spring (4).**

Study of the works of major philosophers selected from the modern period (1600–1780). Readings selected from writings of Bacon, Descartes, Hobbes, Locke, Leibniz, Spinoza, Berkeley, and Hume. Prerequisite: one course in philosophy or permission.

### **230 Nineteenth-Century Philosophy.**

#### **Spring (4).**

Study of major thinkers in the period from 1780 to 1850. Primary focus on Kant and Hegel, with readings from original sources. Prerequisite: one course in philosophy or permission. Offered in alternate years.

# Philosophy

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## **240 Existentialism and Phenomenology. Fall (4) or Spring (4).**

Examination of original texts in existential and phenomenological traditions, exploring distinctiveness and interrelation. Readings selected from Husserl, Heidegger, Sartre, Beauvoir, Merleau-Ponty, and Levinas. Prerequisite: one course in philosophy or permission. Offered as needed.

## **250 Twentieth-Century Philosophy. Fall (4).**

Examination of original texts in continental and Anglo-American traditions, exploring common origins and current convergence. Readings selected from Brentano, Meinong, Husserl, Heidegger, Sartre, Russell, Moore, Wittgenstein, Austin, Carnap, Ayer, Ryle, and Quine. Prerequisite: one course in philosophy or permission. Offered as needed.

## **255 Medical Ethics. Fall (4) or Spring (4).**

Examination of contemporary ethical issues in the practice of medicine. Topics include the doctor-patient relationship, informed consent and medical research, abortion, euthanasia, and the right to health care. NU and EV only.

## **300 Epistemology. Spring (4).**

Examination of traditional and contemporary problems in the theory of knowledge: the challenge of skepticism; role of belief, truth, and certainty; whether there are different kinds of knowing. Prerequisite: PHIL 220 or permission. Offered in alternate years.

## **310 Philosophy and Feminism. Spring (4) or May Term (3).**

Examination of conceptual and moral issues surrounding sexual equality: sexism and its relation to other forms of oppression; the notion of male and female natures; friendship, love, marriage, and the family; moral analyses of rape, abortion, and pornography. Classical and contemporary readings from philosophy, the social sciences, and political documents. Prerequisite: one philosophy

course or permission. Offered in alternate years.

## **312 Chinese Buddhism. Spring (4).**

Study of Chinese Buddhist philosophy. The main focus is on the school known as Chan (pronounced "Zen" in Japanese), but other Chinese Buddhist schools such as the Three Treatises, Consciousness-Only, Tiantai, Huayan, and Pure Land will be discussed as well. Prerequisite: one course in philosophy or permission. Offered every third year.

## **314 Daoism. Spring (4).**

Study of Daoist (Taoist) philosophy. Classical Daoist texts such as Daode Jing (Tao Te Ching) and Zhuangzi (Chuang Tzu), as well as Neo-Daoist commentaries and contemporary interpretations of Daoist classics. Prerequisite: one course in philosophy or permission. Offered every third year.

## **316 Confucianism. Spring (4).**

Study of classical Confucianism. Readings include Confucian classics such as Confucius' Analects, The Book of Mencius, and Xunzi (Hsün Tzu), as well as contemporary interpretations of classical Confucianism. Prerequisite: one course in philosophy or permission. Offered every third year.

## **320 Ethics and Law. Fall (4) or Spring (4).**

Study of selected problems concerning law, society, and morality. Topics include legal paternalism, legal moralism, the ethics of criminal punishment, political obligation, civil disobedience, and justification of the state. Readings from classical and contemporary sources. Prerequisite: one course in philosophy, GOVT 310, and GOVT 314, or permission. Offered in alternate years.

## **330 Ethics and the Environment. Fall (4) or Spring (4).**

Examination of ethical issues about the environment: fundamental questions about moral status, public policy issues, and questions of personal morality. Traditional perspectives, such as anthropocentrism and individualism, are contrasted with alterna-



tives such as the land ethic and ecofeminism. Prerequisite: one course in philosophy or permission. Offered in alternate years.

### **331 Foundations of Ethics. Fall (4), Spring (4), or May Term (3).**

Examination of the nature and status of ethical value through historical and contemporary writings. Addresses philosophical arguments defending the objectivity and rationality of ethical principles in light of the challenges presented by individual psychology and cultural difference. Prerequisite: PHIL 200, 220 or permission.

### **332 Philosophy of Science. Fall (4) or Spring (4).**

Examination of fundamental issues in the philosophy of science. Topics include the nature of scientific theories and theory change, scientific rationality, and realism/antirealism. Prerequisite: PHIL 220, one 200-level science course, or permission. Offered in alternate years.

### **333 Philosophy of Biology. Fall (4), Spring (4), May Term (4).**

Examination of fundamental issues in the philosophy of biology. Particular attention is paid to understanding evolutionary theory, the implications of modern genetics, and the nature and limits of biological theory. Addresses contemporary questions in these fields. Prerequisite: Two courses in philosophy or BIOL 239 or by permission. Offered as needed. NU and EV only.

### **340 Philosophy of Mind. Fall (4) or Spring (4).**

Seminar examining selected topics in the philosophy of mind, emphasizing contemporary sources. Topics include the mind-body problem, privacy and the problem of other minds, self-deception, artificial intelligence, personal identity, and analysis of such concepts as memory, emotion, action, belief, and dreaming. Prerequisite: PHIL 200, 220 or permission. Offered in alternate years.

### **345 American Philosophy. Spring (4).**

Study of classic texts in American philosophy. Readings selected from the writings of Peirce, Royce, James, Dewey, Santayana, and appropriate Twentieth-Century thinkers. Prerequisite: one course in philosophy or permission. Offered as needed.

### **350 Symbolic Logic. Fall (2–4).**

Study of increasingly complex systems of deductive logic. Topics include sentential logic and predicate logic. Prerequisite: either one course in philosophy, or permission. Offered in alternate years.

### **351 Symbolic Logic I: Sentential. Fall (2).**

Symbolic logic I and II together study increasingly complex systems of deductive logic. Symbolic Logic I focuses on sentential (or propositional) logic including semantics, syntax, and derivations. Prerequisite: one course in philosophy, or permission. Offered in alternate years.

### **352 Symbolic Logic II: Predicate. Spring (2).**

Systematic study of predicate (or quantified) logic, including semantics and syntax as well as derivations. Prerequisite: PHIL 351. Offered in alternate years

### **355 Philosophy of Religion. Spring (4).**

Examination of selected issues surrounding religious beliefs and practices: arguments for and against God's existence, the relationship of faith and reason, and the relationship of religion and ethics. Readings from classical and contemporary sources. Prerequisite: PHIL 200, 220 or permission. Offered as needed.

### **360 Topics in Chinese Philosophy. Spring (4).**

An advanced seminar that will focus on readings from Chinese philosophical texts. Prerequisite: one philosophy course or permission. May be repeated for degree credit, for a maximum of 12 credits, given a different topic.

**460 Seminar in Selected Topics or Figures. Fall (3–4), Spring (3–4), May Term (3).**

Examination of a particular philosopher, movement in philosophy, or specialized topic chosen to reflect student interest and staff availability. Prerequisite: one history of philosophy course or permission. Offered as needed.

**461 Philosophy Practicum. Fall (2), Spring (2).**

Training in research, annotated bibliographies, library resources, topic selection for research, graduate school applications, and other practicalities of joining the philosophical community. In spring, students complete a research project, a portfolio, or an essay for an appropriate PHIL 460 course. Project topics negotiated with departmental advisors; may be interdisciplinary. Prerequisites: junior or senior standing, and permission for non-majors. CN and EV only.

# Physical Education and Athletics

## THE DIRECTOR

Jeffrey P. Martínez

## THE FACULTY

James Ducey

Michael C. Maynard

Rich Murphy

Suzette A. Soboti

Thomas T. Whittemore

## THE MINOR

For students interested in a minor in physical education, the following required courses are designed to provide a foundation of study:

- PE 110 Foundations of Physical Education and Sport
- PE 210 Social Sciences in Physical Education and Sport
- PE 310 Instructional Strategies for Physical Education
- PE 320 Scientific Concepts for Physical Education and Sport

In order to satisfy the 6 additional credits of required physical education coursework, students may choose from a variety of other academic classes outlined in the Physical Education course descriptions. Activity classes do not fulfill the requirements for the 6 additional credits.

## Activities Program

All University students are encouraged to participate in the Physical Education Activities Program. The courses are categorized according to the primary goal of the class: fitness activities, lifetime sports, martial arts, and recreational sports. Students are encouraged to select at least one from each category. All courses are designed to enhance physical fitness, improve skills, and develop an appreciation of the many benefits of developing and maintaining a healthy and active lifestyle. Activity courses are offered for one credit on a CN basis. Students may earn a maximum of four credits toward a degree.

*Note: Physical Education activity credits are exempt from the excess credit fee.*

## Fitness Activities

Designed to improve cardiovascular fitness, body composition, muscular endurance, strength, and flexibility.

PEAC 0FA	Water Aerobics
PEAC 0FD	Dynamic Fitness
	Speed and Agility
PEAC 0FE	Dynamic Fitness
	Strength and Power
	Personalized Fitness
PEAC 0FP	Low Impact Aerobics
PEAC 0FL	Life Saving
PEAC 0FS	Weight Training—
PEAC 0FW1	Beginning
	Weight Training—
PEAC 0FW2	Intermediate
	Flexibility
PEAC 0FX	Yoga
PEAC 0FY	Topics in Fitness
PEAC 0FZ	

## Lifetime Sports

Designed to improve the skill performance in the selected sport through instruction, drills, and competitive play.

PEAC 0LB	Badminton
PEAC 0LC	Soccer
PEAC 0LF	Ultimate Frisbee
PEAC 0LG	Golf
PEAC 0LH	Cheerleading
PEAC 0LK	Basketball
PEAC 0LL	Lacrosse
PEAC 0LN	Sand Volleyball
PEAC 0LR	Racquetball
PEAC 0LS	Swimming
PEAC 0LT1	Tennis—Beginning
PEAC 0LT2	Tennis—Intermediate
PEAC 0LT3	Tennis—Advanced
PEAC 0LV	Volleyball
PEAC 0LW	Walleyball
PEAC 0LZ	Topics in Lifetime Sports

## Martial Arts

Designed to train both the mind and body. Some may require additional fees and/or equipment.

PEAC 0MA	Aikido
PEAC 0MK1	Karate—Beginning
PEAC 0MK2	Karate—Intermediate
PEAC 0MS	Self Protection
PEAC 0MZ	Topics in Martial Arts

# Physical Education and Athletics

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## Recreational Sports

Designed to provide instruction in recreational activities. Each of these classes requires an additional fee and/or equipment, and many are conducted on weekends.

PEAC ORH	High Adventure Ropes
PEAC ORK	Kayaking
PEAC ORR	Rock Climbing
PEAC ORS	Scuba
PEAC ORW	Windsurfing
PEAC ORZ	Topics in Recreational Sports

## Recreational Sports/Intramural Program

The Recreational Sports program has four components: intramural competition, club sports, recreational facilities, and outdoor recreation (equipment rental).

The intramural program offers a wide variety of activities and events intended to encourage friendly competition among students, faculty, and staff. Some of the activities currently offered include basketball, badminton, bowling, flag football, frisbee golf, pickleball, racquetball, soccer, softball, table tennis, tennis, volleyball, wallyball, inertube water polo, and wiffleball.

The club sport program is designed to create an opportunity for members of the University community with a common sport interest to organize. Clubs are classified as either competitive or non-competitive. Competitive clubs usually have a coach, hold practices, and compete against other schools or community teams, while non-competitive clubs are informal and meet to discuss or explore interests.

The University has outstanding athletic and recreational facilities available. Information regarding facility availability may be obtained from the Department of Physical Education and Athletics. The SLIC office supports hiking, camping and other outdoor activities through an equipment rental program for those who wish to venture into the many recreational areas surrounding the campus.

## Intercollegiate Athletics

For students who excel in a particular sport or sports, the University offers an opportunity to compete in a comprehensive program of intercollegiate athletics. Men's teams are fielded in baseball, basketball, cross-country, football, golf, soccer, swimming/diving, tennis, track and field, and water polo. Women's teams are sponsored in basketball, cross-country, golf, lacrosse, soccer, softball, swimming, diving, tennis, track and field, volleyball, and water polo. The University of Redlands is associated with and competes nationally under the direction of Division III of the National Collegiate Athletic Association (NCAA), and is a member of the Southern California Intercollegiate Athletic Conference (SCIAC).

Students who participate on an intercollegiate team may earn one activity credit in Physical Education. This activity credit does not fulfill any requirements for the Physical Education minor.

PEAC BB-M	Baseball: Men
PEAC BK-M	Basketball: Men
PEAC BK-W	Basketball: Women
PEAC CC-M	Cross-Country: Men
PEAC CC-W	Cross-Country: Women
PEAC FB-M	Football: Men
PEAC GF-M	Golf: Men
PEAC GF-W	Golf: Women
PEAC LA-W	Lacrosse: Women
PEAC SB-W	Softball: Women
PEAC SC-M	Soccer: Men
PEAC SC-W	Soccer: Women
PEAC SW-M	Swimming and Diving: Men
PEAC SW-W	Swimming and Diving: Women
PEAC TF-M	Track and Field: Men
PEAC TF-W	Track and Field: Women
PEAC TS-M	Tennis: Men
PEAC TS-W	Tennis: Women
PEAC VB-W	Volleyball: Women
PEAC WP-M	Water Polo: Men
PEAC WP-W	Water Polo: Women

# Physical Education and Athletics

## COURSE DESCRIPTIONS (PE)

### **110 Foundations of Physical Education and Sport. Fall (4).**

Introduction to the historical and philosophical foundations of physical education and sport. Includes an interpretive study and analysis of ethical decisions, current issues, organization, and administration of physical education and athletics. Career opportunities in the field are also discussed.

### **210 Social Sciences in Physical Education and Sport. Spring (4).**

Introduction to the investigation of the social and psychological dimensions of sport. Theoretical considerations are supplemented by current literature from sociology and psychology. Some topics discussed include: performance anxiety, sport socialization, minorities and gender in sport, and motivation.

### **220 First Aid and CPR. Spring (3).**

Practical “hands-on” course in the principles of basic first aid and emergency care. The American Red Cross requirements for certification in CPR and basic life support are also completed.

### **250 Methods of Teaching Team and Individual Sports. May Term (3).**

Designed to instruct students in the methods of teaching individual and team skills. This includes teaching progressions and drill development. Prerequisite: PE 310 recommended.

### **260 Topics in Athletics and Physical Education. Fall (4), Spring (4), May Term (3).**

Topics of current interest in athletics and physical education. Focus could be on history, evolution, philosophy, or any other appropriate area. Individual topics are chosen to reflect student interest and instructor availability.

### **310 Instructional Strategies for Physical Education. Spring (4).**

Teaching strategies, techniques, and evaluation procedures in the field of physical education. Discussion focuses on lesson planning, unit planning, and class organization. Students then implement planning skills in a physical education setting.

### **320 Scientific Concepts for Physical Education and Sport. Fall (4).**

Examination of the biological, physiological, and mechanical principles that govern all movement in physical activity, as well as adjustments and acclimatizations that accrue as a result of training and skill development. Prerequisite: BIOL 107 or permission.

### **340 Care and Conditioning of Athletic Injuries. Fall (3).**

Designed to give the future athletic trainer, coach, or physical education instructor a basic knowledge of the prevention, recognition, and/or care of athletic injuries. Topics offered include injury evaluation, treatment, taping, and protective techniques involved with today's young athletes. Laboratory work with the athletic trainer is required. Prerequisite: PE 320. Offered in alternate years.

### **350 Theories of Coaching. Spring (3).**

Designed to introduce students to a variety of coaching theories, methods and techniques. Coaching roles are discussed, along with administrative organizational responsibilities. Practice and game planning in addition to ethics and coaching philosophy are also studied.

### **381 Special Internship: Physical Education. Fall (1–3), Spring (1–3), May Term (1–3).**

Prerequisite: permission. May be repeated for a maximum of 3 degree credits. CN only.

### **382 Special Internship: Coaching. Fall (2–4), Spring (2–4).**

Experience in working as a coach or a coaching assistant in an athletic program for

# Physical Education and Athletics

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the duration of a sport's season. Prerequisite: permission. May be repeated for a maximum of 4 degree credits. CN only.

## **383 Special Internship: Athletic Training. May Term (2-3).**

Prerequisite: permission. CN and EV only.

## THE FACULTY

Aaron J. Cox  
Alan J. DeWeerd  
S. Eric Hill  
Tyler E. Nordgren  
Julie A. Rathbun

## THE MAJORS

Physics investigates and models nature in the most precise and fundamental ways possible. It is a driving force in the continual scientific and technological revolutions that define the modern world. This program prepares students for work or graduate studies in physics, astronomy, engineering, and other technical fields. Major courses address theoretical and experimental aspects of Classical Mechanics, Quantum Mechanics, Electricity and Magnetism, and Statistical Mechanics and Thermodynamics. Additionally, advanced topics courses are regularly offered such as Astrophysics, Relativity, and Condensed Matter. In addition to course work, students perform research in physics. There are opportunities to work with faculty in areas such as astronomy, planetary science, condensed matter, and optics.

The Physics department offers both Bachelor of Arts and Bachelor of Science degrees. Both majors offer training in the fundamentals of physics, from classical mechanics to quantum mechanics. We strongly recommend students begin either major with General Physics I as early as possible (ideally, during the first year). Four years from the beginning of the General Physics sequence is required to complete the requirements for the Bachelor of Science degree. The Bachelor of Arts degree can be completed in three years.

### The Bachelor of Arts

This program provides students with a basic understanding of the fundamentals of physics. More in-depth work is required in areas of the student's interests. Students are encouraged to meet with physics faculty early in their program in order to choose

courses that will prepare them for their future goals.

#### Requirements

##### Physics<sup>†</sup>

231-233, 391 and 491<sup>♦</sup>

at least 2 units of PHYS 378 or other department-approved research experience, and at least 15 additional credits in 300-level courses

##### Math

121, 122, 221, and 235

### The Bachelor of Science

This program offers rigorous training in the fundamentals of physics. It is designed for well-prepared and highly motivated students, particularly those interested in further study of physics at the graduate level. After completing this program, students will be well grounded in classical and modern physics and equipped to choose a specialized area for further study and research.

#### Requirements

##### Physics<sup>†</sup>

231-233, 310\*, 331\*, 332\*, 341\*, 344\*, 349\*, 391, 432\*, 491<sup>♦</sup>

at least 2 units of PHYS 378 or other department-approved research experience, and at least 3 additional credits at the 300-400 level.

##### Math/Computer Science

MATH 121, 122, 221, 235, and three of the following: MATH 241, 311, 331; CS 110

##### Chemistry

CHEM 131

### THE MINORS

A minor in physics can provide students with an understanding of the basic laws of the physical universe. When combined with a major in another science, students who minor in physics will be prepared for graduate study in the sciences.

# Physics

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## The Physics Minor

A minor in physics can provide students with an understanding of the basic laws of the physical universe. When combined with a major in another science, students who minor in physics will be well prepared for graduate study in the sciences.

### Requirements

#### Physics<sup>†</sup>

231 and 232 (or 220 and 221), 233, and 12 credits in 300-level courses except PHYS 349.

#### Math

121, 122, and 221

## The Astronomy Minor

Astronomy is the application of one or more of the physical sciences to the universe beyond the Earth. Astronomy has a vibrant amateur community whose interests and activities run the full range from simple stargazing to professional quality observation and research. The astronomy minor is intended for either non-science majors who wish to explore their astronomical interests, up to and including basic astronomical observation and research, or science majors who wish to augment their major through exposure to astronomy and the planetary sciences. Unless a student majors in one of the physical sciences, meeting the minimum requirements for the astronomy minor will not prepare one for graduate work in astronomy. However, it will allow one to develop a competence in the theories, tools, and techniques of astronomical discovery as used by professionals and amateurs alike.

### Requirements<sup>†</sup>

1. **A minimum of six credits** from the following list of introductory astronomy courses:
  - PHYS 102 – Astronomy of Planets
  - PHYS 103 – General Astronomy
  - PHYS 108 – Astronomy Abroad (Mayterm)
  - PHYS 160 – Topics in Physics and Astronomy (must be an astronomy topic).
2. **Either of the following two introductory physics sequences:**

PHYS 231-232 – General Physics 1 and 2 (calculus-based)

#### Or

PHYS 220-221 – Fundamentals of Physics (non-calculus)

3. **4 credits from the following upper level physics and astronomy classes:**
  - PHYS 360 – Topics in Physics and Astrophysics (Must be an astronomy topic)
  - PHYS 370 – Independent Study or Research in Astronomy (May include a summer astronomy research program with a member of the Physics Department)
4. **A minimum of four additional credits** from any course listed in Sections 1 or 3.

<sup>†</sup> Math co- and pre-requisites for Physics courses are given in the individual course descriptions.

<sup>‡</sup> Satisfies WB requirement.

\* These courses are offered every other year, so students should plan their schedules accordingly.

## Departmental Honors

The Physics Department offers honors to recognize outstanding student achievement as reflected in a high GPA and an excellent research project culminating in a Senior Thesis (PHYS 491) and a presentation. Students should consult with the department chair for requirements.

## Single-Subject Teaching Credential

Students who wish to be certified to teach science should meet with an advisor in the School of Education for information concerning certification and the teacher education preparation program process. Most students complete the teacher preparation program, including student teaching, during a fifth year after graduation. Please refer to the School of Education section of this *Catalog* for a more detailed list of requirements.

## Advanced Placement in Physics

Students who score well on the Physics AP exams may receive credit and place out of introductory courses based on an interview



with department faculty. There are two different exams in physics:

**Physics B:** Students who earn a score of three receive 0 to 8 credits, depending on the results of an interview with department faculty. Scores of four or five earn 8 credits.

**Physics C:** Students who earn a score of three may receive 0 to 7 credits depending on the results of a faculty interview. Scores of four or five earn 3 to 8 credits depending on the results of the faculty interview.

## Research

Research is an important component of a science student's experience at Redlands, which is required of majors. Physics students can work with faculty during the school year for credit (PHYS 378) and during the summer when a number of research fellowship positions are available for students within the Stauffer Center for Science and Mathematics. They can also take advantage of summer programs (such as Research Experiences for Undergraduates) offered by other institutions. Most students begin work in their sophomore or junior years that evolves into a senior thesis.

The research programs of the physics faculty are in the areas of Astronomy, Optics, and Surface Science. In the field of astronomy, students have controlled telescopes remotely (such as the NASA IRTF in Mauna Kea, Hawaii and the VLA in Socorro, New Mexico), analyzed data from these telescopes, and developed models for volcanoes on other planets, the pulsation of variable stars, optics, recent projects include laser treatment, light scattering from small particles, atom trapping, and optical tweezers. In surface science, students have worked on designing, fabricating, and testing electronic and mechanical components of a Scanning Tunneling Microscope.

## COURSE DESCRIPTIONS (PHYS)

### 102 Astronomy of Planets. Fall (4), Spring (4).

Introductory study of selected topics in planetary science. Basic information about the planets, moons, and other objects in our solar

system will be covered. Additional possible topics include space exploration, planetary geology, search for life in the solar system, and planetary impact hazards. Includes lecture and laboratory components. Prerequisite: competency in high school math (algebra, trigonometry, and geometry). Offered as needed.

### 103 General Astronomy. Fall (4), Spring (4).

Introductory study of astronomy designed to acquaint the student with stars, black holes, galaxies, and the origin and present state of the Universe. Students will learn about these concepts in the context of the scientific method. Laboratory is one day a week with occasional evening observing sessions. Includes lecture and laboratory components. Prerequisite: competence in high school algebra, trigonometry, and geometry. Offered as needed.

### 104 Elementary Physics. Fall (4), Spring (4).

A presentation of basic concepts of physics such as force and acceleration, heat, electricity and magnetism, sound and light for liberal studies majors. Offered as needed.

### 105 Physics for Poets. Fall (4), Spring (4).

Non-mathematical introduction to the major principles and concepts of physics and their historical development. The important philosophical and technical implications of classical and modern physics are treated. Offered as needed.

### 106 Physics Comes to Light. Fall (4), Spring (4).

Introductory study of the physics of light. Students will learn about the production of light, the nature of color, everyday optical phenomena, vision, quantum mechanics, and relativity. Includes lecture and laboratory components. Prerequisite: high school algebra. Offered as needed. NU and EV only.

# Physics

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## **107 Sound Physics Fall (4), Spring (4).**

This is an introductory level lab science course. Students will develop an understanding of the physical principles underlying the phenomena of musical acoustics: sound production, propagation, and perception. Includes lecture and laboratory components. Prerequisite: high school algebra. Offered as needed.

## **108 Astronomy Abroad. May Term (3).**

Intense study of astronomy accomplished by travel to modern astronomical observatories and ancient astronomical sites. Students will learn about the sky from listening to real astronomers, visiting modern and ancient observatories, and getting hands-on use of telescopes. Different semesters will visit different locations including the American Southwest, Hawaii, and Australia. Prerequisite: permission of the instructor. May be repeated for degree credit for a maximum of 9 credits, given new destinations. Offered as needed.

## **160 Topics in Astronomy. Fall (4), Spring (4), May Term (3).**

Astronomy is a vibrant science with new discoveries being made daily. As a study of the universe, many of these discoveries have broader impacts on our views about ourselves and our place in the world. Topics addressed vary by semester with an emphasis on current discoveries and interdisciplinary implications. May be repeated for degree credit for a maximum of 12 credits, given different topics. Offered as needed.

## **211 Environmental Physics. Fall (4), Spring (4).**

Explores the physics of our environment, paying special attention to the human interaction with the natural environment. Covers such topics as weather, climate change, conventional and non-conventional energy production, air and water, pollution, and experimental techniques. Corequisite: MATH 121. Offered as needed.

## **220 Fundamentals of Physics I. Fall (4).**

Introduction to Newtonian mechanics, fluids, and thermodynamics. Includes lecture and laboratory components. Prerequisite: a college-level mathematics course or permission.

## **221 Fundamentals of Physics II. Spring (4).**

Introduction to oscillations, waves, electricity, magnetism, optics, and modern physics. Includes lecture and laboratory components. Prerequisite: PHYS 220.

## **231 General Physics I. Fall (4), Spring (4).**

Quantitative study of classical Newtonian mechanics. Includes lecture and laboratory components. Pre- or corequisite: MATH 121. Offered: 08S, 08F.

## **232 General Physics II. Fall (4), Spring (4).**

Introduction to classical electricity and magnetism. Includes lecture and laboratory components. Prerequisite: PHYS 231. Pre- or corequisite: MATH 122. Offered: 08F, 09S.

## **233 General Physics III. Spring (4).**

Study of the fundamentals of wave motion with applications to mechanical waves, light, and classical optics. Includes lecture and laboratory components. Prerequisite: PHYS 232 or instructor's permission. Pre- or corequisite: MATH 221.

## **291-292 Physics Instructional Techniques. Fall (2-4), Spring (2-4).**

Experience in classroom lecturing, experimental demonstration, construction and design of student laboratory experiments, tutoring, and individual instruction. This course may be associated with any 100 or 200 level physics course. Prerequisite: instructor's permission. Available concurrently with associated Physics courses.

## **310 Electronics Applications. Spring (4).**

Instrumentation, transistor theory, integrated circuits, and fundamental analog and

digital circuit design. Prerequisite: PHYS 221 or 232 or permission. Offered in alternate years.

### **331 Classical Mechanics. Spring (4).**

Applications of Newtonian mechanics to various systems and introduction of calculus of variations and Lagrangian mechanics. This course acquaints students with mathematical techniques used to solve more realistic and complex problems. Prerequisite: PHYS 233. Pre- or corequisite: MATH 235. Offered in alternate years.

### **332 Intermediate Electricity and Magnetism. Fall (4).**

Development and application of Maxwell's equations describing electromagnetic fields. Topics include boundary value problems, and dielectric and magnetic materials. Prerequisite: PHYS 233 and MATH 235. Offered in alternate years.

### **341 Quantum Mechanics. Fall (4).**

Fundamentals of quantum theory. Includes development of quantum principles, application to simple models, and a presentation of the formal structure of quantum theory. The one-electron atom is treated in detail. Prerequisites: PHYS 233 and MATH 235. Offered in alternate years.

### **344 Thermal and Statistical Physics. Fall (4).**

Fundamental principles of classical thermodynamics and kinetic theory. Classical and quantum statistical properties of matter and radiation. Prerequisite: PHYS 233 and MATH 221. Offered in alternate years.

### **349 Advanced Experimental Physics. Fall (3).**

Laboratory course in solid state, molecular, atomic, optical, nuclear, and particle physics. Prerequisite: PHYS 233. Offered in alternate years.

### **360 Topics in Physics and Astronomy. Fall (2-4), Spring (2-4), May Term (2-3).**

Special topics in physics and astronomy not otherwise covered in the curriculum. Topics

vary with semester and may include astrophysics, optics, computational physics, optics, planetary science, relativity, and solid state physics. Prerequisite: PHYS 233 or instructor's permission. May be repeated for degree credit given a different topic. Offered as needed. NU and EV only.

### **378 Physics Research. Fall (1-4), Spring (1-4), May Term (1-3).**

Students can earn credits while gaining valuable research experience with faculty in the department. Contact individual faculty to discuss opportunities. May be repeated for degree credit. Prerequisite: instructor's permission. Offered in every year. CN and EV only.

### **391 Junior Seminar. Spring (2).**

Students develop the skills for communicating scientific knowledge, scientific reading, writing, and present skills. They read and discuss scientific articles, write papers, and give presentations. EV only.

### **432 Advanced Electricity and Magnetism. Spring (4).**

Application of Maxwell's equations to the production and propagation of electromagnetic radiation. Also covers special relativity. Prerequisite: PHYS 332. Offered in alternate years.

### **441 Advanced Quantum Mechanics. Spring (4).**

Applications of quantum theory to more realistic problems. Topics include perturbation theory, quantum theory of the periodic table of the elements, atomic spectroscopy, molecular systems, infrared, Raman, and electronic spectroscopy. Prerequisite: PHYS 341. Offered in alternate years.

### **491 Senior Seminar. Spring (2).**

Development of written and oral communication skills. Preparation and presentation of a senior thesis. Prerequisite: senior standing and 2 units of PHYS 378 or other satisfactory research experience.

# Psychology

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## THE FACULTY

Andreas Dick-Niederhauser

Susan B. Goldstein

Thomas F. Gross

Anna Marie Napoli

Fredric E. Rabinowitz

Cheryl A. Rickabaugh

Catherine Salmon

Francisco Silva

Kathleen Silva

## THE MAJOR

Majors must complete a senior capstone and a minimum of ten courses in psychology, seven of which must be in residence.

Students are required to complete the following courses: PSYC 100, PSYC 250, and PSYC 300.

Majors must also complete a minimum of three courses from each of the following categories:

1. Intermediate courses—PSYC 320, PSYC 325, PSYC 335, PSYC 343, PSYC 344, PSYC 349, PSYC 350, PSYC 352, PSYC 355, PSYC 360. These courses contain intermediate laboratory components which require students to use one or more methods of data collection and analysis.
2. Advanced Courses—PSYC 430, PSYC 435, PSYC 439, PSYC 440, PSYC 441, PSYC 445, PSYC 447, PSYC 448, PSYC 449, PSYC 460. These courses have an empirical component with laboratories involving data collection, analysis, interpretation, and written report.
3. Students may select the tenth course from any 3 to 4 unit course in psychology.

**In addition** to these ten courses, students must complete at least one semester of PSYC 473, PSYC 487, a research project in the form of a Directed Study at the senior level, or Honors.

Students planning to study abroad should contact their advisor early to coordinate this experience with the major program sequence. The department supports and encourages cross-cultural studies.

## THE MINOR

The minor in psychology consists of a minimum of six courses, four of which should be in residence. It is recommended that students take PSYC 100 first, as it is a prerequisite for most psychology classes. Although PSYC 250 and 300 are not required for the minor, they are prerequisites for several upper-division courses.

### Advanced Placement in Psychology

Students receiving a score of three may enroll in courses that list PSYC 100 as a prerequisite. Students who receive a score of four or five may enroll in courses that list PSYC 100 as a prerequisite and will receive 4 credits for PSYC 100.

### Departmental Honors

A departmental honors program that involves an exceptional senior project is available for qualified and motivated students. Admission to the program might come by departmental invitation or, should students initiate their own applications, with sponsorship by the psychology faculty. Interested students should consult their advisors for information about application procedures and requirements.

## COURSE DESCRIPTIONS (PSYC)

*Students who do not meet prerequisites must obtain permission from the instructor prior to enrolling in psychology classes.*

### 31 Psychology of Interpersonal Relationships. May Term (3).

An interactive group experience, sometimes held in Salzburg, Austria, designed to improve interpersonal communication, increase self-awareness, and promote an understanding of group dynamics. Interpersonal risk-taking, self-disclosure, and intensive journal writing are the primary modes of self-exploration. Class size is limited. Prerequisite: interview with instructor.

## **100 Introduction to Psychology. Fall (4), Spring (4).**

Survey of classic and contemporary theory and research in human and animal behavior. Topics include the biopsychological bases of behavior, learning, cognition, motivation, developmental and social processes, and psychological disorders and their treatment.

## **185 Field Placement. Fall (2–4), Spring (2–4), May Term (2–4).**

Opportunity to develop a role within a community agency or organization and receive on-site supervision. Students work with a faculty sponsor to determine a placement appropriate to their academic interests and career goals and to evaluate progress on an on-going basis. May be repeated for degree credit for a maximum of 4 credits applied to the psychology major. CN only.

## **210 Personality Theories. Fall (4), Spring (4).**

Survey of major paradigms of personality theories emphasizing different perspectives on the structure, dynamics, functions, and development of the normal personality. Prerequisite: PSYC 100.

## **220 Exceptional Child. Fall (4).**

Nature, determinants, and problems of gifted, mentally retarded, and sensory and physically disabled children. Prerequisite: PSYC 100.

## **250 Statistical Methods. Fall (4), Spring (4).**

Introduction to the use of descriptive and inferential statistics in the collection of data and the interpretation of research in psychology and education. Prerequisites: PSYC 100 or SOAN 100 or 102, and MATH 41 or 101.

## **260 Topics in Psychology. Fall (4), Spring (4), May Term (3).**

Topics of current interest in psychology that fall outside the regular curriculum. Recent offerings have included culture and human behavior and health psychology. Prerequisite: PSYC 100.

## **300 Research Methods. Fall (4), Spring (4).**

Study of scientific methods in psychology, including descriptive, correlational, and experimental approaches, with emphases on artifacts, biases, and ethical issues in psychological research. Prerequisites: PSYC 100 and 250.

## **320 Psychology of Gender. Fall (4).**

Survey of biological, psychological, and socio-cultural issues relevant to the psychology of gender. Emphasis on cultural images of men, women, and children; gender differences and similarities; gender-role socialization; sexuality and reproduction; psychological adjustment; and interpersonal relations. Prerequisite: PSYC 100 and 250.

## **325 Industrial/Organizational Psychology. Fall (4).**

Application of principles and theories derived from the traditions of differential and experimental psychology to personnel decision-making, work, and organizational behavior. Prerequisites: PSYC 100 and 250.

## **335 Developmental Psychology. Spring (4).**

Survey of normal developmental patterns from infancy to old age and theories of development with emphasis on current literature. Prerequisite: PSYC 100.

## **343 Educational Psychology. Spring (4).**

Emphasis on psychological theories and research relevant to education and the identification of solutions to practical problems in various types of educational settings. Prerequisite: PSYC 100.

## **344 Abnormal Psychology. Fall (4).**

Survey of current theories of abnormal behavior with emphasis on the role of the psychologist in diagnosis, research, and treatment, as well as an understanding of the ethical and societal concerns related to psychiatric and behavioral disorders. Prerequisites: PSYC 100 and 210.

# Psychology

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## **349 Social Psychology. Spring (4).**

Survey of the effect of social environment and social interaction upon individuals' perceptions of themselves and others. Topics include self-perception, interpersonal perception, social influence, (e.g., conformity and persuasion), and social relations (e.g., aggression, altruism, and interpersonal attraction). Prerequisites: PSYC 100 and 250.

## **350 Evolutionary Psychology. Fall (4).**

The evolution of social behavior is the primary focus of this course. The first few weeks will be devoted to the study of evolutionary theory as it applies to behavior. We will cover parental care, parent-offspring conflict, sexual selection, sex differences, sexuality, altruism, and cooperation. Prerequisite: PSYC 100.

## **352 Human Sexuality. Spring (4).**

This course consists of an overview of the field of human sexuality, including how we evaluate the claims of sexuality research. If psychology is the study of human behavior, a better understanding of our sexual psychology is important to understanding the factors that shape and motivate behavior. Prerequisite: PSYC 100.

## **355 Psychology of Prejudice and Discrimination. Spring (4).**

This course focuses on psychological theory and research as a mechanism for understanding prejudice and discrimination. The class explores cases based on such dimensions as gender, race/ethnicity, class, age, religion, sexual orientation, and physical ability in order to investigate the causes and consequences of, and interventions for, intergroup prejudice and discrimination. Prerequisite: PSYC 100.

## **360 Advanced Topics in Psychology. Fall (4), Spring (4), May Term (3).**

In-depth examination of contemporary topics in the field of psychology. Recent offerings have included Psychology of Good and Evil and the Psychology of Aggression. Prerequisites: PSYC 100 and 250.

## **430 Experimental Psychology. Spring (4).**

Experimental design and methods applied to human and animal learning, sensation and perception, cognition, and social behavior. Includes a laboratory component. Prerequisites: PSYC 100, 250, and 300.

## **435 Cross-Cultural Psychology. Fall (4).**

The methods and issues involved in cross-cultural psychology. The first half is an exploration of cross-cultural methodology and an examination of the universality of psychological theory. The second half is a focus on how knowledge about cultural differences has been applied to situations of intercultural contact. Prerequisites: PSYC 100, 250, and 300.

## **439 History and Systems. Fall (4).**

A sampling of theoretical approaches throughout the history of psychology emphasizing understanding and evaluating psychological information in its historical context, and the development of an appreciation for the diversity of psychology. Prerequisites: PSYC 100, 250, and 300.

## **440 Counseling. Fall (4), Spring (4).**

Philosophy, theories, and applications of counseling and psychotherapy. Emphasis on developing basic counseling skills, learning professional ethics and standards, and exploring current theoretical models of counseling and their relation to the needs and trends within society. Prerequisites: PSYC 100, 250, 300, and 344.

## **441 Learning. Fall (4).**

Presentation of leading psychological, behavioral, and cognitive theories of how animals and humans adapt to changes in their environment. Prerequisites: PSYC 100, 250, and 300.

## **445 Cognitive Development. Spring (4).**

Examination of theories of cognitive development as well as changes in sensation, perception, memory, problem-solving, and metacognitive processes across the life span. Prerequisites: PSYC 100, 250, and 300.

**447 Cognitive Psychology. Spring (4).**

Examination of theoretical structures and processes underlying mental activity. Attention given to phenomena associated with perception, memory, concept formation, problem-solving, and meta-cognition. Prerequisites: PSYC 100, 250, and 300.

**448 Psychological Testing. Fall (4).**

Introduction to the construction and use of tests in psychology. Attention given to the meaningfulness and interpretation of test scores; the place of tests in clinical, educational, and industrial settings; and the ethics of evaluation and assessment. Prerequisites: PSYC 100, 250, and 300.

**449 Physiological Psychology. Spring (4).**

Study of the biological bases of human and animal behavior. Prerequisites: PSYC 100, 250, and 300.

**460 Advanced Topics in Psychology. Fall (4), Spring (4), May Term (3).**

In-depth examination of contemporary topics in the field of psychology. Recent offerings include child psychopathology, intelligence, the psychology of the sex industry, and designing clinical research. Prerequisites: PSYC 100, 250, and 300.

**473 Senior Seminar. Fall (2), Spring (2).**

This course addresses current controversies that cut across the broad disciplines of contemporary psychology. Prerequisites: PSYC 100, 250, 300, and senior standing. NU only.

**487 Senior Field Placement. Fall (2), Spring (2).**

Placement with a business, community service agency, or research institute. Faculty and on-site supervision. Students complete a detailed journal on the experience and a presentation to the department faculty. The Community Service requirement can be met through an unpaid field placement at a non-profit agency. Prerequisites: PSYC 100, 250, 300, senior standing, and instructor's permission. CN only.

# Race and Ethnic Studies

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## THE DIRECTOR

Keith Osajima

## THE FACULTY

Jennifer Tilton

## THE ADVISORY COMMITTEE

J. Henry Acquaye, Chemistry

Julius Bailey, Religious Studies

Emily E. Culpepper, Women's Studies and Religious Studies

Rafat Fazeli, Economics

Susan B. Goldstein, Psychology

Priya Jha, English

Ann Leimer, Art and Art History

Sheila Lloyd, English

Kathy J. Ogren, History and Johnston Center

Eliza Rodriguez y Gibson, English

Ivonne Vailakis, Spanish

John Walsh, Religious Studies

Patricia L. Wasielewski, Women's Studies and Sociology and Anthropology

Kimberly Welch, Women's Studies

## THE MAJOR

The major consists of 48 units. Race and Ethnic studies is an interdisciplinary and multi-disciplinary field of study. Requirements for the major are met through REST courses, cross-listed, concentration, and negotiable courses in other departments and programs. The major includes a foundation of core courses, a flexible area of emphasis where students pursue depth and concentration of knowledge in an area of their choice, breadth courses, and a capstone experience to integrate their studies.

### Core Requirements (8 credits)

All students are required to take both courses.

- REST 120 Introduction to Race and Ethnic Studies (4) – An overview of the field, looking at the experiences of major

race and ethnic groups in the United States through interdisciplinary lenses.

- REST 351 Race Theory (4) – Examines key theoretical perspectives in REST, with the goal of helping students develop the reading, analytic and writing skills needed to understand theory and how it can be applied to issues of race and ethnicity.

### Area of Emphasis (minimum 20 credits)

Majors must construct, in consultation with faculty and the Director, an area of emphasis designed to develop depth and concentration of knowledge. At least one course must be a REST methods course or other methods course appropriate to the area of emphasis. All areas of emphasis and their course lists must be approved by the Director.

### Breadth Courses (16 credits)

Majors, in consultation with faculty and the Director, must take four courses selected to complement the area of emphasis.

### Capstone Courses (4-6 credits)

REST 401 (2 credits), 402 (2-4 credits) – Senior Seminars – Students should enroll in REST 401 in the first semester of their senior year. This 2-credit course will bring together all graduating majors and will be an opportunity to develop both common understanding of REST and individual senior projects tied to areas of emphases. In the second semester, students will enroll in REST 402 and work independently under the supervision of seminar faculty and faculty advisors to complete their senior project.

## THE MINOR

The minor consists of 24 credits. Students are required to take REST 120. To ensure an interdisciplinary focus, students must select courses from two or more departments.

## Registration Information

Each semester during registration, the Race and Ethnic Studies Program provides a current list of the REST concentration



courses for the coming term. Because new courses (particularly Johnston courses and special topics courses in various departments) are likely to be added, this list will always have the most current course offerings. The current REST course list is posted on the Race and Ethnic Studies bulletin board in Larsen Hall, distributed to faculty advisors, and available from the Director.

## Concentration Courses

ECON 340 Economics of Race and Gender  
ENGL 133 African American Literature  
ENGL 139 Chicana/o Literature  
GOVT 236 Ethnicity and Ethnic Conflict  
GOVT 301 California Politics  
HIST 272 America and Asia  
HIST 274 Vietnam  
HIST 321 Civil War and Reconstruction  
HIST 323 California  
HIST 327 Modern African-American History  
HIST 352 Africa and the Atlantic Slave Trade  
JNST Selected courses each year  
PHIL 160 Introductory Topics in Philosophy: Patterns of Oppression  
PSYC 260 Topics in Psychology: Prejudice and Discrimination  
PSYC 260 Topics in Psychology: Culture and Human Behavior  
PSYC 435 Cross-cultural Psychology  
REL 125 World Religions  
REL 152 African-American Religion and Spirituality  
SOAN 255 Peoples of the American Southwest  
SOAN 328 Race and Ethnic Relations  
SPAN 401, 402 Writing through Hispanic Culture, Writing through Hispanic Literature

## Negotiable Courses

Faculty members may be willing to negotiate special assignments or projects, which add race and ethnic emphases into a course. These negotiable courses can then count toward the REST major and minor. Students should negotiate special assignments or projects in consultation with the instructor and the Race and Ethnic Studies Director. Such negotiations should take

place early in a semester or May Term to insure that the course will be counted toward the major or minor.

## Program Honors

Students with excellent records of academic achievement (G.P.A. of 3.3 or higher in the major) may apply for program honors during the second semester of their junior year, but no later than the fourth full week of their first semester as a senior. Candidates must submit a proposal describing project goals, methods, timeline for completion, and annotated bibliography. Proposals are reviewed and approved by REST faculty. Completion of approved honors projects is overseen and evaluated by a faculty committee. Honors candidates are expected to make a public presentation of their work. For details about application process and criteria, please see the Program Director.

## Individualized and Specialized Study

Directed studies and internships can be arranged through Race and Ethnic Studies, and a number of departments including Art, Communicative Disorders, Economics, Education, History, Religion, Sociology and Anthropology, Spanish, and Women's Studies. In addition, specialized courses might be offered on a one-time or as-needed basis during May Term or through the Johnston Center.

## COURSE DESCRIPTIONS (REST)

### **120 Introduction to Race and Ethnic Studies. Fall (4), Spring (4).**

Examination of the historical and contemporary experiences of racial and ethnic groups in the United States. Topics include dimensions of racism and discrimination in American society, the interrelated experiences of racial groups, community-building and cultural development, and movements for social change.

# Race and Ethnic Studies

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## **160/260/360 Topics in Race and Ethnic Studies. Fall (4), Spring (4), May Term (3).**

Topics of current interest in race and ethnic studies. May be repeated for degree credit given different topics. Offered as needed. NU and EV only.

## **220 Eliminating Racism. Fall (1), Spring (1).**

Introduction to peer counseling techniques as a vehicle to analyze and address the adverse effects of racism and other forms of oppression. Attention given to the ways that racism affects individuals and to developing campus and community efforts to eliminate racism. Prerequisite: permission. May be repeated for degree credit for a maximum of 3 credits. Offered as needed. CN only.

## **230 Race and the Law. Spring (4).**

Provides a survey of the role of race and ethnicity in the American legal system. Offered as needed. NU and EV only.

## **232 Representing Race and Ethnicity in Film. Spring (4).**

Explores the important role that dominant and alternative film practices have played in revealing, defining, and negotiating our understandings of race and ethnicity. Offered as needed. NU and EV only.

## **234 Race, Ethnicity, and Religion. Fall (4).**

Examines ethnicity, race, and religion as constituents of personal and communal identity within a variety of religious traditions. Offered as needed. NU and EV only.

## **240 Chicana/o Art. Fall (4), Spring (4).**

Introduction to contemporary Chicana/o art. Intersections of art and politics as well as questions of race, class, gender, sexuality, religion, and culture will guide discussions of how Chicana/o art is viewed or ignored in contemporary American culture. Discussion on form as it related to content, emphasizing visual analysis. Offered as needed. NU or EV only.

## **315 Teaching Diverse Student Populations in U.S. Schools. Spring (3).**

Examination of issues of diversity and multiculturalism in public schools. Focus on how diverse backgrounds and experiences of students and teachers impact classroom relations. Theoretical perspectives on individual, cultural, and institutional bias in education are examined. Practical strategies to address issues of diversity are explored. Offered as needed.

## **340 Race and Empire. Fall (4).**

Examines how imperialism and neocolonialism influence the construction of race and identity in Latin America, the Caribbean, and Africa. Offered as needed. NU and EV only.

## **342 Race and Social Protest. Spring (4).**

Explores how people of color collectively mobilized and re-shaped social/political attitudes and forms of civic participation while challenging patterns of racism in search of social equality. Students study various ideological perspectives, leadership styles, and political events that influenced the civil, feminist, labor, and human rights movements. Offered in alternate years. NU and EV only.

## **344 Crossing Borders—U.S./Mexico. May Term (3).**

Examines the historical and economic conditions that shape the U.S./Mexican border as a dynamic intersection of cultures, languages, labor, and politics. Travel to the U.S./Mexico border may include visits to refugee centers, orphanages, colleges, colonias, commercial centers, schools, and museums, providing students with experiential learning opportunities. NU and EV only.

## **351 Race Theory. Spring (4).**

Examination of theoretical perspectives on race and racism. Through close readings of texts and seminar discussion, students will develop comparative analytic skills needed to chart the theoretical contours of the field. Topics may include the social construction of race, globalization and race, and intersec-

tions of race, class, and gender. Prerequisite: REST 120. NU and EV only.

**401 Senior Capstone I: Project Design.  
Fall (2), Spring (2), May Term (2).**

The first of a two-semester capstone experience for REST majors. Designed to help students build upon, integrate, and extend previous REST work through the design and development of a proposal for a capstone project. Prerequisite: REST 120 or permission. Offered as needed. NU and EV only.

**402 Senior Capstone II: Project  
Implementation. Fall (2-4), Spring (2-4),  
May Term (2).**

The second of a two-semester capstone experience. During this semester, students will complete the capstone project that was designed in REST 401. Students are also expected to prepare a presentation of their work. Prerequisite: REST 120 or permission. Offered as needed. NU and EV only.

# Religious Studies

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## THE FACULTY

Julius Bailey

Karen Derris

Frances Grace

Emily E. Culpepper

William B. Huntley

Lillian Larsen

John Walsh

## RELIGIOUS STUDIES

The study of religious traditions explores the religious beliefs, actions, and cultural practices of individuals and communities across the world and throughout history. Through the course of their studies, our student gain an inter-cultural literacy and an appreciation for the worldviews of other peoples and cultures, as well as their own. Religious Studies courses approach the study of religion from a variety of disciplinary perspectives. Students are invited to critically consider the spiritual, historical, literary, ethical, doctrinal, contemplative and social dimensions of religious people and cultures. Through engaging the study of religions in an academic context, we seek to generate respect for the religious lives of all traditions. While many students find the study of religion is important for reflecting upon their own religious identity, no particular religious position is privileged or assumed in any of our courses.

## THE MAJOR

A major consists of ten courses and the senior capstone; the ten courses are to be fulfilled from the categories listed below.

### 1. **One introductory course in foundations of religious studies:**

Foundational courses provide students with a framework for understanding religious traditions and introduce students to the methods and approaches to the study of religion.

REL 101 Issues in Modern Religion

REL 125 World Religions

REL 131 Religion in America

Or the equivalent determined in consultation with a departmental advisor

### 2. **Two courses in Cultures and Communities:**

Courses in cultures and communities introduce students to the diverse worlds in which religious communities have found—and continue to find—their form.

REL 126 Asian Religions in Southern California

REL 130 Church History: Heaven and Hell

REL 199 New Religious Movements

REL 225 Introduction to South Asian Religions

REL 233 Buddhisms

REL 251 Women, Sexuality and Western Religion

REL 245 Lesbians, Gays and Religious Controversies

REL 252 African-American Religion and Spirituality

REL 305 The Historical Search for Jesus

REL 325 Japanese Religion and Arts

REL 351 Women, Sexuality, and Buddhist Traditions

REST 234 Race, Ethnicity and Religion

Or a topics course approved by departmental advisor.

### 3. **Two courses in Texts and Contexts:**

Texts and contexts courses invite students to engage in close and contextualized analysis of the textual traditions of a given religious tradition.

REL 205 The Christian Scriptures

REL 241 The Hebrew Language

REL 242 Hellenistic/Biblical Greek

REL 292 Sacred Life Stories in Asian Religious Traditions

REL 306 Jesus in Text and Film

REL 307 Old Testament Literature: Hebrew Scriptures

REL 330 Buddhist Literary Imagination

ENGL 118 The Literature of the Bible

Or a topics course approved y departmental advisor.

### 4. **Two courses in Religion and Ethics:**

Ethical teachings and practices are central to every religious tradition. The

study of religious ethics provides us with resources for addressing ethical crises in the world today.

REL 120 Religion and Ethics

REL 122 Religion and Ecology:

Environmental Ethics

REL 250 Compassion

REL 257 Science and Religion

REL 293 Psychology and Religion

REL 323 Mysticism

REL 424 Feminist and Womanist Theologies

REL 434 Spirituality and Religion in the Workplace

WMST 350 Feminist Ethics

Or a topics course approved by departmental advisor.

5. In order to construct a course of study with sufficient breadth and depth, of the ten courses drawn from these categories, at least one 200 level (or above) focusing upon non-Western religions must be taken.
6. Three additional courses selected from the list above or a semester abroad program chosen in consultation with an advisor in the Religious Studies Department. REL 450 (2 credits) may be taken twice to count for one of the elected courses, as may other 2-credit REL classes.
7. **Capstone Requirement:**  
**Two Senior Seminars:**  
REL 490 (taken the Fall Semester of the senior year)  
REL 495 (taken the Spring Semester of the senior year)  
Senior Religious Studies minors, Johnston seniors, and seniors from interdisciplinary programs may request permission to enroll in these seminars.
8. Successful completion of ONE of the following three Capstone Projects (specific guidelines and deadlines available for each option in the department office):
  1. **Senior Thesis:** Substantial research

paper that offers an original and in-depth examination of a topic approved by the student's advisor.

2. **Portfolio:** Culminating review of one's learning in Religious Studies by organizing all written and artistic work in a way that demonstrates mastery of the significant sub-fields within Religious Studies and one's own evolution of thought and interpretation. Includes substantial revisions of prior work based on faculty and peer evaluations.
3. **Internship:** Reflective engagement in a meaningful off-campus site of service or ministry, approved by one's advisor. Examples are a religious organization (church, temple, mosque, monastery), government agency, or non-profit organization. Students are encouraged to find a site that expands their learning related to an anticipated profession. The internship is meant to be in addition to the CSAC graduation requirement. 80 hours are required, or the equivalent in consultation with one's advisor.

## DEPARTMENTAL HONORS

- 3.45 cumulative GPA
- Highly motivated and accomplished Religious Studies major
- Completion of Honors Application Form (end of junior year)\*
- Submission of an Honors Capstone Project Proposal (beginning of senior year)\*
- Departmental Faculty Approval of the Capstone Project Proposal
- Formation of a Faculty Committee (3 members) for the Honors Project who will have the opportunity for feedback at timely intervals of the project
- Outstanding completion of Capstone Project by March 15 of senior year (to qualify for Honors, the Project must demonstrate all of the skills outlined in the "Rubric for Honors" available in the department office)
- Public Presentation of the Capstone Project and Final Vote by Faculty

# Religious Studies

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Committee as to whether the Project earned "Honors"

*\*Exact dates for each academic year will be made available to Religious Studies majors in the Religious Studies office.*

## THE MINOR

A minor consists of six courses, with at least one taken from each of the categories below.

1. REL 101, 125, 131, or the equivalent determined in consultation with a departmental advisor
2. **One course in Cultures and Communities:** REL 126, 130, 199, 225, 233, 251, 245, 252, 305, 325, 351, REST 234 or a topics course approved by departmental advisor
3. **One course in Texts and Contexts:** REL 205, 241, 242, 292, 306, 307, 330, ENGL 118, or a topics course approved by departmental advisor
4. **One course in Religions and Ethics:** REL 120, 122, 250, 257, 293, 323, 424, 434, WMST 350, or a topics course approved by departmental advisor
5. Two additional courses in consultation with a departmental advisor. 2-credit courses such as REL 450 may be taken twice to count as an elective for the minor.

## Study Abroad

Students majoring or minoring in religious studies will find it especially useful to complement the courses above by a year or semester of study abroad. Many institutions in Europe, Asia, and Australia have offerings in religious studies. Among the more valuable are the courses in Old Testament, New Testament, and Islamic studies from the University of Edinburgh and the University of Aberdeen under the Arcadia program. For Buddhism, consider the School for International Training (SIT) programs in Thailand; and, for Tibetan studies, the programs offered by SIT in India and Nepal.

## COURSE DESCRIPTIONS (REL)

### 101 Issues in Modern Religion. Fall (4).

Introduction to issues deriving from the beliefs, teachings, and practices of religion in modern Western cultures and examination of the influence of religion in modern life. May be repeated for degree credit for a maximum of 8 credits with permission of the instructor and the department chair. EV, NU only.

### 120 Religion and Ethics. Fall (4), Spring (4), May Term (3).

Exploration of religious ethics in relation to contemporary issues in politics, medicine, biology, and law. NU or EV only.

### 122 Religion and Ecology: Environmental Ethics. Fall (4).

Consideration of the environmental crisis from a religious perspective, and a search to understand why ecology is a problematic concern within religion. Evaluation of theological, philosophical, and sociological factors which shape the various religious responses to ecological concerns.

### 125 World Religions. Fall (4), Spring (4), May Term (3).

By studying major religious traditions of the world, students will consider how religious traditions guide the way people live their lives in an ever-increasingly diverse and religiously pluralistic world. Investigations will include both historical studies and the writings of religious traditions. NU and EV only.

### 126 Asian Religions in Southern California. May Term (3).

Exploration of the dynamic Asian religious landscape of Southern California. Focus upon the preservation and transformation of received traditions as religious communities develop in Southern California. Consideration of the religious lives and experiences of immigrant communities and converted practitioners of Buddhism, Hinduism, and Taoism. Offered as needed. NU and EV only.

## **130 Church History: Heaven and Hell. Fall (4).**

By studying the biographies of major figures or by examining specific themes, students will learn about the origins, historical development, major controversies, and contemporary trends in Christianity. Attention given to social, political, economic, global, and cultural analysis. NU and EV only. Offered as needed.

## **131 Religion in America. Fall (4), Spring (4).**

Exploration of religion in America from the pre-colonial era to the present. Emphases will vary, drawing from a variety of religious communities (including Puritan, Native American, Muslim, Buddhist, African American, Hindu, Evangelical, Catholic, and Neo-Pagan) and issues (such as civil rights, “cults,” church/state, gender, race, and ethnicity). NU and EV only.

## **160 Topics in Religion. Fall (1-4) or Spring (1-4) or May Term (1-3).**

Topics of current interest in religious studies. Course content varies from term to term. May be repeated for degree credit given a different topic. Offered as needed.

## **199 New Religious Movements. Fall (4).**

Offers an introduction to the variety of new religious movements. Examines the multiple ways these communities have been understood and what those constructions tell us about religion and identity. NU and EV only. Offered as needed.

## **205 The Christian Scriptures. Spring (4).**

Study of the books of the second testament in their historical setting, with particular attention to literary genre and meaning.

## **225 Introduction to South Asian Religions. Fall (4).**

Exploration of the dynamic religious landscape of classical India, focusing upon the intersections and divergences of Hindu, Buddhist, and Jain religious traditions. Examination of the major devotional, philosophical, and institutional dimensions of

each tradition. Offered in alternate years. NU and EV only.

## **233 Buddhisms. Fall (4).**

Considers the variety of ways that Buddhists have engaged with the “three jewels” of Buddhism: the Buddha, the Dharma (the teaching), and the Sangha (the Buddhist community) Examination of doctrine, practice, and culture in different parts of the Buddhist world in a variety of historical periods. Offered in alternate years. NU only.

## **241 Ancient/Biblical Hebrew Fall (4).**

Elementary Hebrew grammar and composition with emphasis on Biblical vocabulary and syntax. In this course, we will read, in Hebrew, the entire book of Ruth. NU and EV only.

## **242 Hellenistic/Biblical Greek. Spring (4).**

Elementary Greek grammar and composition with emphasis on Early Christian vocabulary and syntax. In this course, the pedagogical strategies used to teach language in the ancient world will be applied to reading excerpts from Christian Scripture and other first century sources. Offered as needed. NU and EV only.

## **245 Lesbians, Gays, and Religious Controversies. Fall (4).**

Lesbian/gay issues have sparked major controversies in Christianity and Judaism. Debates are emerging in Islam and other religions. Topics include: religious acceptance versus demands to change, sacred text interpretations, ordination, marriage/civil unions, parenting, hate crimes, sexuality education, political rights. Focus is on lesbian/gay approaches and responses. NU and EV only.

## **250 Compassion. Fall (4).**

Explores what it means to live a life of compassion through these lenses: 1) biographical models such as Gandhi, Nelson Mandela, The Dalai Lama, and Mother Teresa; 2) the compassion teach-

# Religious Studies

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ings of the world's religions; 3) first-person investigation of compassion practices. Offered as needed. NU only.

## **251 Women, Sexuality, and Western Religion. Spring (4).**

Consideration of a range of women's roles in Western religions. Examination of tension between women's subordination and liberation in Christianity, Judaism, and Islam. Sources include Christian and Hebrew bibles, church fathers and mothers, new views of women's history and feminist analysis of religion, and contemporary goddess spirituality. NU and EV only.

## **252 African-American Religion and Spirituality. Spring (4).**

Intermediate-level lecture and discussion course, which is an examination of religious themes in African-American experience, including slavery, Black Church denominations (mainstream and Holiness), Black Nationhood and civil rights movements, Black Muslims, Black and Womanist (Black feminist) theologies, African religions in the Americas (Santeria and Voodoo), and new spiritual visions. Offered in alternate years.

## **257 Science and Religion. Fall (4), Spring (4), May Term (3).**

Exploration of differences as well as the intersections between the scientific and religious quests for ultimate truth. Emphasis will vary, including topics such as evolution and creationism, neuroscientific experiments on religious experiences (e.g., love, forgiveness, altruism, healing, meditation), quantum mechanics, energy theories, Deep Ecology, human nature, and nature. Prerequisites: one course in religious studies and one course in science, or permission. NU and EV only. Offered as needed.

## **260 Topics in Religion. Fall (4) or Spring (4) or May Term (3).**

Topics of current interest in religious studies. Course content varies from term to term. May be repeated for degree credit given a different topic. Offered as needed.

## **292 Sacred Life-stories in Asian Religious Traditions. Spring (4).**

Sacred life-stories told in the form of biographies, hagiographies, or autobiographies offer their audiences—both historical and present-day readers—critical resources for understanding and interpreting religious worlds. Consists of a close reading of a broad range of life-stories from Buddhist, Hindu, and Chinese religious traditions. Offered in alternate years. NU and EV only.

## **293 Psychology and Religion. Fall (4), Spring (4), May Term (3).**

Examines religion from the viewpoint of psychology. Topics include the history of psychology and religion; biological foundations of religion; behavioral, correlational, and comparative theories of religion; meditation; religion and human development; mysticism; spirituality; humanistic approaches; and major psychological theorists (Jung, Fowler, James, Starbuck, Hall, Erickson, Maslow, Wilbur). Offered as needed. NU and EV only.

## **305 The Historical Search for Jesus. Spring (4).**

Designed to give an overview of the various schools of thought regarding the historical figure of Jesus. Charismatic teacher? Miracle worker? Apocalyptic prophet? Social revolutionary? Son of God? We will examine these and other ways of discovering Jesus. NU only.

## **306 Jesus in Text and Film. Fall (4).**

Study of the life and teachings of Jesus from canonical and extra-canonical literature. Prerequisite: one course in religious studies or permission. NU and EV only. Offered as needed.

## **307 Old Testament Literature: Hebrew Scriptures. Fall (4).**

Close reading of selected books from Torah, prophets, and writings in English translation. The method is historical and literary with student compositions on a chapter in Genesis, a Biblical text about a woman, a



psalm, and a book review of a modern feminist. NU and EV only.

### **323 Mysticism. Fall (4).**

Exploration of mystical literature and contemplative practices, covering historical as well as contemporary writings on Enlightenment, Self-Realization, Divine Union, Devotional Nonduality, and other nonordinary states of consciousness. Focus on Buddhist, Hindu, and Christian classics. Prerequisite: previous course in Religious Studies. NU and EV only. Offered as needed.

### **325 Japanese Religion and Arts. May Term (3).**

Study of Japanese religion through examination of several artistic forms including architecture, sculpture, scrolls, paintings, screens, kabuki, tea ceremony, and zazen.

### **330 Buddhist Literary Imaginations. Spring (4).**

Examines how Buddhism is imagined and constructed in literary texts within and outside of Buddhist traditions. Readings from both Buddhist literature and modern fiction from around the world about Buddhism are used in order to explore Buddhist social, ethical, and historical realities. Prerequisite: sophomore standing or permission. Offered in alternate years. NU and EV only.

### **351 Women, Sexuality, and Buddhist Traditions. Spring (4).**

Exploration of the diverse roles and representations of women in multiple Buddhist traditions, past and present. Special attention is given to the historical agency of Buddhist women in shaping Buddhist traditions and in creating possibilities for various forms of participation in these institutions throughout the Buddhist world. Offered in alternate years. NU and EV only.

### **411 Masterpieces of Asian Literature. Spring (4).**

Classics from Asian literature which treat religious themes, such as the Dhammapada,

the Ramayana, the Tale of Genji, and the Sound of the Wave. Major focus on Indian and Japanese literature. NU and EV only.

### **424 Feminist and Womanist Theologies. Spring (4).**

Advanced discussion seminar focusing on new feminist approaches within Christianity, Judaism, goddess religion, and grassroots feminist spirituality. Includes Black womanist approaches in Christianity and other women of color spiritualities. Re-examines deity, humanity, nature, ethics, and society. Prerequisite: one course in religious studies or permission of instructor. Offered in alternate years.

### **434 Spirituality and Religion in the Workplace. Fall (2), Spring (2).**

Examines how people from various religious and spiritual traditions integrate their spiritual lives with their work lives. Students also explore how they integrate their own spiritual (or deepest secular) values with their own work. Offered in alternate years.

### **450 Jameson Center Colloquia. Fall (2), Spring (2).**

A student enrolled in this course will participate in all the Monday afternoon colloquia of the Jameson Center for the Study of Religion and Ethics. A faculty associate of the Jameson Center will supervise the student's participation, including negotiation of a contract for the student's responses to the colloquia. May be repeated for degree credit for a maximum of 8 credits. CN only.

### **490 Senior Seminar. Fall (2).**

The Senior Seminar is designed to allow students to synthesize their training in Religious Studies and to complete their capstone project. Prerequisite: Religious Studies major or minor.

### **495 Senior Seminar. Spring (2).**

The Senior Seminar is designed to allow students to synthesize their training in Religious Studies and to complete their capstone project. Prerequisite: Religious Studies major or minor.

# Sociology and Anthropology

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## THE FACULTY

Wesley Bernardini  
Kimberley Coles  
Sawa Kurotani  
Sharon D. Lang  
William Rocque  
Sara Schoonmaker  
James V. Spickard  
Patricia L. Wasielewski

## THE MAJOR

Students in the department may concentrate their studies in either sociology or anthropology. When officially declaring a major, students choose their concentration. A total of eleven courses, each taken for 3 credits or more, is required in each major. No more than four of the major courses may be taken at other schools.

### All students must take the following core courses:

- SOAN 100 Introduction to Sociology
- SOAN 102 Introduction to Cultural Anthropology OR SOAN 104 Introduction to Archaeology
- An appropriate 300-level methods course (SOAN 300-309)
- An appropriate 300-level theory course (SOAN 390-399)
- SOAN 400 Senior Capstone

SOAN 100, 102, and 104 typically are taken before the end of the sophomore year, and SOAN 400 is taken in the senior year.

Students typically take the theory and methods courses by the Spring semester of the junior year to prepare for upper division course work.

### All students take the following electives:

- Two SOAN courses at the 200 level
- Four SOAN courses at the 300 or 400 level, to be selected in consultation with the major advisor

Courses taken with departmental faculty through interdisciplinary programs such as Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

## THE MINOR

Seven courses, each taken for 3 credits or more, are required for a minor in sociology and anthropology: SOAN 100, and either 102 or 104, plus five additional SOAN courses (two 200-level and three 300-400 level) selected in consultation with the departmental faculty. No more than three of these courses may be taken at other schools.

Courses taken with departmental faculty through Johnston Center may be counted toward these requirements with the permission of that faculty member or the department chair.

## Internships

Students in both the major and minor programs are encouraged to take advantage of internship opportunities. Students can choose to work in numerous public and private community-service agencies, grassroots organizations, or museums. A maximum of one internship, taken for 3 credits or more, may be used to fulfill the major or minor requirements.

## Cross-Cultural Study

The department is dedicated to providing students with information about cross-cultural opportunities. Enhanced knowledge about other countries and their cultures, or about subcultures within the United States, provides a more comprehensive understanding of society. Majors are strongly encouraged to participate in one of the University's off-campus study programs. The department also will work independently with students to set up opportunities for foreign and domestic travel which reflect particular programs of study and interests.

## The Helen and Vernon Farquhar Laboratory

The department maintains the Helen and Vernon Farquhar Laboratory of Anthropology. The laboratory is used to encourage student research in cultures and history of the American Southwest. Assistantships are available.

## Departmental Honors

Students are required to have a 3.00 GPA in the major to pursue honors in the department. They begin to plan their projects in consultation with one or more permanent faculty members by the end of their junior year. They must submit proposals for their projects to the department chair by the end of September of their senior year. Honors proposals are reviewed by all department faculty. If approved, students complete a significant independent research project that typically takes a good portion of the senior year. The research must be substantial and significant and is subject to approval by the department faculty. A major written report is followed by a public presentation and oral examination: These must be performed at an honors level, as determined by a consensus of the department faculty.

## COURSE DESCRIPTIONS (SOAN)

### 100 Introduction to Sociology. Fall (4), Spring (4).

Study of the structure and process of social life; the impact of cultural, structural, and socio-historical forces on group and society; and the interdependence of society and the individual.

### 102 Introduction to Cultural Anthropology. Fall (4), Spring (4).

Introduction to the anthropological perspective in viewing personal, social, and cultural events in human life. Attention given to evolutionary and comparative ways of describing, analyzing, and interpreting ways of life from a cross-cultural perspective.

### 104 Introduction to Archaeology. Fall (4).

An overview of human cultural evolution, from the earliest human ancestors through the diverse forms of social organization of recent human groups. Exploration of the causes of cultural change and lessons to be learned from the past about the nature of the human species and human society. Offered every year. NU and EV only.

### 160, 260, 360, 460 Topics in Sociology. Fall (2-4), Spring (2-4), May Term (2-3).

Topics of current interest such as collective behavior, religion and social conflicts, sociology of medicine, sociology of disabilities, or sociology of sport. Prerequisite: permission is required for the 400-level course. The 200 level and above may be repeated for degree credit given a different topic. Offered as needed.

### 165, 265, 365, 465 Topics in Anthropology. Fall (4), Spring (4), May Term (3).

Topics of current interest such as gender and feminist studies, archaeological frauds, medical anthropology, death and dying, and regional and social issues pertaining to the U.S., Asia, and the Middle East. Prerequisite: permission required for the 400-level course. The 200 level and above may be repeated for degree credit given a different topic. Offered as needed.

### 200 Discovering Theory and Method. Fall (4) or Spring (4).

Introduction to the role of theory and method in Sociology and Anthropology. Students learn fundamental theoretical concepts and methodological skills and how to integrate theory and method in the research process. Prerequisite: SOAN 100, 102, or 104. NU and EV only.

### 205 Social Issues. Fall (4) or May Term (3).

Examination of social issues currently making an impact on U.S. society. Focus on social structures and institutions that affect these concerns, as well as their individual

# Sociology and Anthropology

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consequences. NU and EV only. Offered as needed.

## **206 Popular Culture. Fall (4) or May Term (3).**

Introduction to the analysis of popular culture: the ways in which people use, abuse, and subvert the cultural products of industrial society to create their own meanings and messages; evading and manipulating mass culture's attempts to dominate and homogenize. Offered as needed.

## **208 Business and Society. Fall (4).**

Investigation of the impact of corporations in the context of technological change and global economic restructuring. Exploration of the changing organization of work and industry, as well as the effects of corporate strategies on social welfare, community, and family life. Offered as needed.

## **220 Policy Wonks: Making Anthropology Relevant. Fall (4), Spring (4).**

Examines the ways in which anthropological studies can be useful in the development and critique of public and foreign policy. Cross-cultural studies will challenge assumptions of our goals for society and the means we choose to get there and demonstrate how policy debates reflect cultural ideas and ideals. Offered in alternate years. NU only.

## **251 The Emergence of Civilizations. Fall (4), Spring (4).**

Consideration of what civilization is, how it emerged, and why. Case studies of early civilizations of the Old and New Worlds, including Mesopotamia, Egypt, the Indus Valley, Mesoamerica, and Peru. Critical analysis of theories explaining the development of social complexity. Offered as needed. NU and EV only.

## **255 Peoples of the American Southwest. Fall (4) or Spring (4).**

The greater American Southwest includes communities that are mosaics of culturally different lifestyles while sharing many common problems. This course examines the variety of responses to those problems and

reflects the cultural similarities and differences of the peoples who live in the area. Prerequisite: SOAN 100, 102, or 104. Offered as needed.

## **256 Japanese Society and Culture. Fall (4) or Spring (4).**

Introduction to the main aspects of Japanese society and culture, with an aim for an in-depth understanding of Japanese social and cultural life. Focus on central themes and issues that characterize contemporary Japanese society, including work, family, gender, cultural identity, and the impact of globalization. Prerequisite: SOAN 100, 102, 104, or permission. Offered as needed.

## **257 Latin American Societies and Cultures. Fall (4) or Spring (4).**

An historical and comparative analysis of society, culture, and politics in a range of Latin American countries. Emphasis on the effects of global power relations on social and political institutions, as well as economic development. Exploration of relationships between racial and ethnic groups in Latin American societies. Prerequisite: SOAN 100 or 102, 104, LAST 101, or permission. NU and EV only. Offered as needed.

## **259 The Middle East. Fall (4) or Spring (4).**

Students are encouraged to appreciate the dynamic cultural diversity of the Middle East through class discussions and a variety of films and readings, many of which come from indigenous sources. Exploration of vital and timely sociopolitical issues including Islam, gender, nationalism, and the Israeli-Palestinian and other regional conflicts. NU and EV only. Offered as needed.

## **261 Pseudoscience in Archaeology. Fall (4).**

Examines fantastic claims in archaeology, such as Atlantis and lost civilizations, to understand the difference between science and pseudoscience. A focus on epistemology, how we know what we know, guides our critical evaluation of these claims. Offered in alternate years. NU and EV only.

## **269, 369, 469 Travel/Study in Sociology and Anthropology. May Term (3).**

Travel/study tours to various world locales. Past locations have included Australia, England, Jamaica, Baja California, and southern Mexico. Focus typically on wider social processes present in the travel locale. Prerequisite: permission. May be repeated for degree credit, for a maximum of 6 credits, given a different destination. Offered as needed.

## **300 Research Methods in the Social Sciences. Fall (4) or Spring (4).**

Critical analysis of research methodology involving both quantitative and qualitative approaches to the collection of data. Practical experience in data collection and analysis accompanies discussion of ethical issues. Prerequisites: SOAN 100, 102, or 104; and junior standing plus two SOAN courses at the 200-level or above; or permission. Offered as needed. NU and EV only.

## **301 Fieldwork and Ethnographic Methods. Fall (4) or Spring (4).**

Examination of the nature of ethnography and the application of fieldwork methods for the development of an ethnography. Emphasis on practicing the method of participant-observation for data formulation. Ethical and methodological issues of fieldwork are examined. Prerequisite: SOAN 100, 102 or 104; and two SOAN courses at the 200-level or above; or permission. Offered as needed. NU and EV only.

## **302 Quantitative Sociology. Fall (4) or Spring (4).**

Introduction to quantitative social analysis, designed for the math-averse. Students learn the benefits and limits of numerical analysis, become familiar with the major public sources of quantitative data, and learn to use computers. Especially recommended for students intending to pursue graduate training. Prerequisite: SOAN 100, 102, or 104; and junior standing plus two SOAN courses at the 200-level or above; or permission. Offered as needed. NU and EV only.

## **303 World Ethnographies. Fall (4) or Spring (4).**

Students gain a thorough understanding of the central methodological paradigms of anthropologists: participant observation. Students have the chance to deconstruct a number of full-length ethnographies with an eye toward comparing and contrasting the research methods and writing styles of various contemporary anthropologists. Prerequisites: SOAN 100, 102, or 104; and two SOAN courses at the 200-level or above; or permission. Offered as needed. NU and EV only.

## **304 Survey Research Methods. Fall (4), Spring (4).**

Studies survey research methods and puts them into practice. Students construct a survey, choose a sample of respondents, administer the survey and analyze the data. Explores the process of data analysis using SPSS and reflects on the strengths and limitations of quantitative research to understand social life. Prerequisites: SOAN 100, SOAN 102 or 104, and two SOAN courses at the 200-level or above, or permission. Offered as needed. NU and EV only.

## **320 Self in Society. Fall (4) or Spring (4).**

Focus on the definition of the individual and the meaning of individuality in society. Concentration on the study of the “self” allows students to see how the individual is both created from, and a creator of, the social order. Language and basic processes of social interaction are explored. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **324 Hunger and Homelessness. Fall (4).**

Designed to deepen our understanding of homelessness in the U.S. and hunger world wide. Through classroom study and field experience, the course explores the social, economic, and political cause of these problems. Prerequisite: SOAN 100, 102, permission. Offered as needed. NU and EV only.

# Sociology and Anthropology

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## **325 Class and Inequality. Fall (4) or Spring (4).**

Theoretical and substantive analysis of the major dimensions of economic inequality in industrial societies. The theoretical contributions from Marx and Weber to contemporary theory are used as context for the study of social stratification, social mobility, and changes in these processes in the United States, Western Europe, and socialist states. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **327 Political Anthropology. Fall (4), Spring (4).**

Introduces political relations and the relationship between culture and power through the detailed examination of politicized forms of power and their manifestations at the global, state, national, local, and personal level. Central themes will be equality and inequality, practices of belonging and exclusion, strategies and forms of domination and resistance, and shifts in legal and bureaucratic effects and practices. Prerequisites: SOAN 102 and junior standing. Offered in alternate years. NU only.

## **328 Race and Ethnic Relations. Fall (4) or Spring (4).**

Examination of the determinants of racial and ethnic relations in the United States and other countries. Analysis of socio-historical development and politico-economic structures that produce patterns of oppressive relations and minority reactions. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **330 Crime and Delinquency. Fall (4) or Spring (4).**

Exploration of definitions of crime and delinquency and various explanations of criminal behavior. Emphasis on political and economic aspects of the criminal justice system as well as the history and application of different philosophies of punishment. Alternatives to the existing system are explored. Prerequisite: SOAN 100 or 102, or GOVT 111, or permission. Offered as needed.

## **331 Urban Sociology. Fall (4) or Spring (4).**

Critical examination of the process of urbanization and the consequences for social life in the United States and globally. Examination of classical and contemporary theories of urban social change alongside current urban ethnography. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **332 Sociology of Religion. Fall (4) or Spring (4).**

Sociologists have long been interested in religions because they tell about the forces shaping society. Examines several contemporary American religions with an eye to understanding religious and social change. Examines what is happening to the religious landscape as a whole and what that might mean for other parts of society. Prerequisite: SOAN 100, 102, or a course in Religious Studies. Offered as needed.

## **335 Sociology of the Family. Fall (4), Spring (4), or May Term (3).**

Examines the family as a social institution shaped by systems of class, race, gender, and sexuality. Investigates social norms about gender roles, domesticity, the tensions between work and family life, and how they are experienced in the context of family rituals and relationships. Studies policies addressing contemporary family problems. Prerequisite: SOAN 100, 102, and one 200-level SOAN course. Offered as needed. NU and EV only.

## **336 Consumers and Consumption. Fall (4), Spring (4), or May Term (3).**

Explores consumption as a central dimension of capitalist society that shapes and is shaped by the actions of consumers and has both constraining and enabling qualities. Examines links between consumption in the context of globalization. Prerequisite: SOAN 100, 102, and one 200-level SOAN course. Offered as needed. NU and EV only.

## **337 Ethnicity and Ethnic Conflict. Fall (4) or Spring (4).**

Investigation of the social and political connections between modernization and the emerging politics of ethnicity on a worldwide scale. Examination of current examples of ethnic conflict and exploration of theoretical approaches to race, ethnicity, nationality, and the modernization process. Review of ethnic and anti-ethnic political movements in the United States and worldwide. Prerequisite: SOAN 100, 102 or permission. Offered as needed.

## **338 Children and Youth. Fall (4), Spring (4).**

Examines childhood and youth as phases of social life actively constructed by young people and adults in context of structural inequalities of age, race, class, gender, and sexuality. Studies scholarly, popular cultural, and literary representations of the lives and experiences of children and youth. Prerequisites: SOAN 100, 102 and one 200-level SOAN course, or permission. Offered as needed. NU and EV only.

## **339 Globalization and Its Critics. Fall (4), Spring (4), or May Term (3).**

Globalization as an economic, political, social, and cultural process, developing in the historical context of colonialism and global power relations. Exploration of changing patterns of work, migration, and urbanization arising with the globalization of economic production; as well as the anti-globalization movement and other forms of resistance to globalization. Prerequisite: SOAN 100, 102, or permission. Offered as needed.

## **341 Social Movements. Fall (4).**

Theoretical and substantive analysis of collective action and social movements in the late Twentieth Century. Exploration of how, why, and when individuals come together to cause or prevent social change. Focus on how social movements gain public space and what happens when they do, both in the United States and around the world.

Prerequisite: SOAN 100 or 102, or permission. Offered as needed.

## **342 Gender and Sexuality. Fall (4) or Spring (4).**

Gender and sexuality in various cultural areas around the world, and consideration of the significance and implications of gender and sexuality in the social life of these people, while introducing current theoretical issues in the cross-cultural study of gender and sexuality. Prerequisites: SOAN 100, SOAN 102, or WMST 120, or permission. Offered as needed.

## **343 Community Social Change. Spring (2–4) or May Term (1–3).**

Intensive study of the political and economic structure of communities and grassroots organizations for social change. Working with community members, students participate in and analyze ongoing community development projects. Prerequisites: SOAN 100 or 102, and junior or senior standing. Offered as needed.

## **344 Anthropology of Dance. Fall (4).**

Based on anthropological texts, films, and performed live experiences, students take a look at who, when, where, how, and why people dance in order to gain an understanding of the meanings of dance within a society. Specific topics include revolutionary politics and dance, dance as embodied knowledge, and exotic dance. Prerequisites: SOAN 102 or permission. Offered as needed. NU and EV only.

## **350 Archaeological Field School. Spring (4).**

Intensive training in archaeological field methods through participation in ongoing field research. Includes archaeological survey and/or excavation, mapping, artifact recording, and analysis. Prerequisites: SOAN 104, 251, 255, or permission. Offered as needed.

## **352 Who Owns the Past? Spring (4).**

Discussion of political issues involved in the practice of archaeology. Topics include the

# Sociology and Anthropology

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relationship between archaeologists and indigenous peoples, looting and the antiquities market, and museum ethics. Ideas under consideration are who owns the past and who has the right to write history. Offered in alternate years. NU and EV only.

## **390 Classical Social Theory. Fall (4) or Spring (4).**

Analysis of the basic assumptions, concepts, and modes of thinking of Marx, Weber, Durkheim, and the other founders of social science. Prerequisite: SOAN 100, 102 or 104; and two SOAN courses at the 200-level or above, or permission. Offered as needed. NU and EV only.

## **391 Contemporary Social Theory. Fall (4) or Spring (4).**

Examination of important Twentieth-Century developments in social theory, focusing on critical, neo-Marxist, neo-functional, symbolic interactionist, ethno-methodological, and feminist theories. Prerequisites: SOAN 100, 102, or 104; and two SOAN courses at the 200-level or above; or permission. Offered as needed. NU and EV only.

## **392 Anthropological Theories. Fall (4) or Spring (4).**

An in-depth examination of selected classical and contemporary theories in anthropology with particular attention to the concept of culture. Prerequisite: SOAN 100, 102, or 104; and two SOAN courses at the 200-level or above; or permission. Offered as needed. NU and EV only.

## **400 Senior Capstone. Spring (3).**

Capstone designed to give students an opportunity to synthesize their sociological and anthropological learning. Capstone project results in a paper and presentation before department students and faculty. Prerequisite: SOAN 100, 102, or 104; and two 200-level SOAN courses, two 300-400 level SOAN courses, and senior standing. CN only.

## **426 Political Economy. Fall (4).**

Critical examination of the interplay of political and economic structures in capitalist societies and the effects on both domestic and global issues. Case studies emphasize the process of production, exchange, and consumption, together with the ideological concerns of the state. Prerequisite: SOAN 100 or 102 or permission. Offered as needed.

## **430 Deviance. Fall (4) or Spring (4).**

Study of the social process of identifying and defining deviance, including the consequences of the deviant label, responses to deviance, how power is distributed and exercised in these processes, how social perceptions of deviance change over time, and the ways deviance works within society. Exploration of the social isolation, as well as the creativity of, being deviant. Prerequisite: SOAN 330 or permission. Offered as needed.

## **442 Anthropology of Democracy. Fall (4).**

Focuses on democracy as actually lived and experienced by members of society through the ethnographic examination of the cultural assumptions embedded in democracy, ranging from representation to freedom, analyzing it as a hegemonic ideology, a form of governance, a set of institutions, and a solution to peace and prosperity. Prerequisites: SOAN 102 and either a 300-level Methods or a 300-level Theory course (in GOVT or SOAN). Offered in alternate years. NU only.

## **475 Independent Research.**

**Fall (2–4), Spring (2–4), May Term (1–3).** Independent research, generally included as an element of the senior capstone. Students work with a department faculty member who helps design the project, supervises it, and provides advice about analyzing the material. The analysis results in a comprehensive written report. Prerequisite: SOAN 100, 102, or 104; and permission. Offered as needed.



**485 Sociology and Anthropology  
Internship. Fall (2–12), Spring (2–12),  
May Term (1–3).**

Work in an applied setting, which is generally included as a component of the senior capstone. This experience is broadly defined and suited to the student's interests. Students work with a faculty member to establish the internship and to determine how to analyze the setting. The analysis results in a comprehensive report. Prerequisite: SOAN 100, 102, or 104; and permission. Offered as needed.

**498 Sociology and Anthropology  
Honors Independent Research.  
Fall (2–4), Spring (2–4), May Term (1–3).**

Independent research as part of an approved honors project. Each student works with an honors committee chaired by a department faculty member. The committee supervises the project, helps in research design and analysis, and provides advice for the comprehensive report formally presented to the department faculty and the committee. Prerequisite: SOAN 100, 102, or 104; and permission. May be repeated for degree credit for a maximum of 8 credits. Offered as needed.

# Spanish

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## THE FACULTY

**Hector Brasil-Laurenzo**  
**Olga González**  
**Amalia Llombart**  
**Marcela Pierola**  
**Laura Ramirez**  
**Ivonne C. Vailakis**

## THE MAJOR

A major in Spanish consists of 44 credits beyond SPAN 201–202.

Spanish majors must choose an emphasis in Latin American or Spanish literature, culture, and civilization. Students who start at the fourth-year level or beyond are considered to have completed the equivalent of 8 of these 44 credits. These apply only to the major, not toward the total credits required for graduation. At least 30 credits must be in prescribed courses other than individualized study, and at least 28 of these credits must be earned at the University of Redlands.

Language courses must be taken in the correct sequence. Through departmental placement, a student may enter the sequence at a place beyond SPAN 101, but no student can subsequently receive credit for a course that is numbered lower than the highest course previously completed by that student.

## Requirements

1. SPAN 301–302
2. SPAN 424
3. 8 credits from SPAN 426–427 or 436–437
4. 4 credits from SPAN 425 or 435
5. SPAN 458 and 459
6. Three additional 400 level Spanish courses

Students who plan to major in Spanish should discuss their programs of study with faculty advisors as early as possible.

## THE MINOR

A minor in Spanish consists of 24 credits beyond SPAN 202. Requirements: SPAN 301–302 or equivalent, plus four other courses numbered SPAN 225 or above. At least 12 of these credits must be earned at the University of Redlands.

## Advanced Placement

**Spanish Language:** Students receiving a score of three on the Advanced Placement Test receive 4 credits; those who score four or five receive 8 credits.

**Spanish Literature:** Students with scores of four or five receive 8 credits toward the major.

## Study Abroad

### May Term Semester in Ecuador.

Students will spend May Term in Ecuador. They will live with Ecuadorian families and experience the culture first hand. They will travel to different geographical zones to experience and learn about the three distinct ecosystems including the volcanic, the highlands of the Andes, and the cloud forest. The students will learn about the Ecuadorian culture including urban Ecuadorian society as well as indigenous groups. The May Term session may be counted toward the minor.

### Semester and Full-Year Programs

**Abroad.** Students should consult with the Study Abroad office. Students should discuss their program of study with the Spanish faculty before departure.

## Departmental Honors

A departmental honors program is available for exceptionally able and motivated students. Admission to the program may come by departmental invitation or, should students initiate their own applications, by an affirmative vote of the Spanish faculty. Interested students should consult with the Spanish faculty by their junior year for information about the application procedure and requirements.

**COURSE DESCRIPTIONS (SPAN)****101–102 First-Year Spanish.  
Fall (4), Spring (4).**

Pronunciation, conversation, essentials of grammar and composition, reading of elementary texts. Practice and drills on four basic skills: reading, writing, speaking, and listening. Periodic lectures on Hispanic culture. Four hours lecture, one hour laboratory.

**160 Introductory Topics in Spanish.  
May Term (3).**

Selected introductory topics in Spanish chosen to reflect student interest and instructor availability. Prerequisite: SPAN 101 or higher, or permission. Offered as needed.

**165 Special Topics in Spanish Culture.  
May Term (3).**

A cultural excursion featuring all the major cities of Spain. Tour begins in Madrid and includes excursions to Salamanca, Segovia, Avila, El Escorial, and Toledo; it continues to Barcelona, Valencia, Granada, Málaga, Sevilla, and Córdoba. Lectures on art, history, architecture, music, theater, language, and customs. Spanish language not required. CN only.

**201–202 Second-Year Spanish.  
Fall (4), Spring (4).**

Review of grammar and composition. Conversation. Reading of selected materials to give an introduction to Spanish literature and culture. Emphasis on communicative aspects of the language. Four hours lecture, one hour laboratory. Very little English spoken. Prerequisite: SPAN 101–102 or two years of high school Spanish recommended.

**260 Travel/Study: Spanish-Speaking Countries. May Term (3).**

Travel to Spanish-speaking countries (Spain, Latin America) combined with intensive language study. Prerequisite: SPAN 102 or permission.

**301–302 Third-Year Spanish.  
Fall (4), Spring (4).**

Complete grammar review preparing students for advanced courses. Includes intensive training in composition and conversation. Four hours lecture. Laboratory optional. Taught completely in Spanish. Prerequisite: a minimum of two years of college-level Spanish or permission.

**360 Travel/Study in Ecuador.  
May Term (3).**

Students travel to Ecuador and live with Ecuadorian families as part of the experience. Includes tours of the historic city, visits to museums, and travel to different Ecuadorian geographic zones. Students learn about the ecosystems, multiethnic groups, art, and culture of Ecuador while being immersed in the Spanish language. Prerequisite: SPAN 201 or permission. Offered as needed.

**410 Introduction to Spanish Linguistics.  
Spring (4).**

Synchronic investigation of the principles of articulatory phonetics, morphology, syntax, and semantics of Spanish. Includes a review of grammar and a discussion of how linguistic forms of Spanish and English compare and contrast. Taught in Spanish. Prerequisite: SPAN 302 or equivalent. Offered in alternate years.

**412 Advanced Grammar and Writing.  
Fall (4).**

This course is designed to explore the structure of the Spanish language. It will be designed to strengthen grammatical and writing competence. The course will provide practice in advanced stylistic devices as well as compositional strategies. NU and EV only.

**424 Introduction to Hispanic Literature.  
Spring (4).**

Reading and introduction to Hispanic literary texts to develop skills in literary analysis and critical writing using examples from Hispanic literature in the three genres. Students will read such authors as Márquez, Cortázar, Poniatowska, Garro and Fuentes.

# Spanish

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This course is intended to introduce students to in depth understanding of literature and writing.

## **425 Spanish-American Civilization and Culture. Fall (4) or Spring (4).**

Geography, history, art, literature, and society of Spanish-American lands. Class discussion and oral and written reports required. Offered in alternate years.

## **426–427 Survey of Spanish-American Literature, I–II. Fall (4), Spring (4).**

Development of Spanish-American literature from the pre-Columbian to the present day. Emphasis on relating literary works to historical events and cultural values. Offered in alternate years.

## **435 Spanish Civilization and Culture. Fall (4) or Spring (4).**

Survey of the geography, history, art, literature, and society of Spain. History of Spanish language. Class discussion. Oral and written reports required. Offered in alternate years: 04F, 05S.

## **436–437 Survey of Spanish Literature. Fall (4), Spring (4).**

Spanish literature from its beginnings to the present day. Emphasis on relating literary works to historical events and cultural values. Offered in alternate years.

## **440 Spanish-American Narrative. Fall (4) or Spring (4).**

Contemporary novelists and essay writers. Addresses principal political and social Latin American problems. Offered as needed.

## **441 Hispanic Women Novelists. Fall (4) or Spring (4).**

Study of Hispanic novels written by women during the last decades to reflect on the problems faced by women in present-day Spain and Latin America. The chosen works exemplify different aspects of women's liberation, contrasting the situation of Hispanic women of the past and in the present. Offered as needed.

## **450 Hispanic Poetry: Genres.**

### **Fall (4) or Spring (4).**

Examination of poetry through its varied expressions in Hispanic literature. Successive offerings focus on the historical development of the poetry of Latin America or Spain. Exploration of selected topics in literary themes in the genres. May be repeated for degree credit given different topics. Offered as needed.

## **452 Hispanic Theatre. Fall (4) or Spring (4).**

A study of dramatic and theatrical Hispanic works, combining both canonical and non-canonical texts. Includes drama theory, videos of dramas, live plays, and the process of "mise en scène" or staging. Offered as needed.

## **454 Spanish Golden Age Literature.**

### **Fall (4) or Spring (4).**

Focus on the Golden Age masterpieces while providing a fundamental insight to the most valuable works according to the genre and topics. Students will read, discuss, and analyze the works using the most recent critics. Prerequisite: Spanish majors, Spanish minors, native speakers, or permission. Offered as needed. NU and EV only.

## **455 The Generation of '98. Fall (4).**

Representative writers including Ganivet, Unamuno, Azorín, Baroja, Valle Inclán, Maeztu, and Machado. Primarily prose. Political and social problems of Spain as reflected in literary works. Offered as needed.

## **456 Panorama of the Contemporary Spanish Novel. Spring (4).**

Major contemporary novelists. The main aspects of the Spanish Civil War and its influence in contemporary Spain are addressed in these novels. Offered as needed.

## **458 Senior Seminar: Reading Component. Fall (4).**

Spanish 458 (Fall) offers the student the opportunity to read extensively and closely texts from a particular author(s), genre(s),

work(s), or theme(s) in Latin American Literature or Peninsular Literature. By completing the required reading, students prepare themselves for work that will be required the following semester. Prerequisite: senior standing. NU only.

**459 Senior Seminar. Spring (4).**

Spanish 459 (Spring). This course deals with research, critical approach, and writing about literary works from the previous semester. Students do extensive research and write several drafts of their final thesis. A senior thesis which includes comprehensive bibliography is expected (30-40 pages). Prerequisite: SPAN 458 and senior standing.

# Theatre Arts

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## FACULTY

**Nephelie Andonyadis**  
**Chris Beach**  
**Victoria Lewis**

## TECHNICAL DIRECTOR

**Daniel Cork**

## THE MAJOR

The Bachelor of Arts in Theatre emphasizes the collaborative process and nurtures the theatre artist in body, intellect, and spirit. Students are encouraged to pursue diverse theatre goals, cultivate individual expression, and understand theatre as a tool for social and cultural discourse.

The theatre degree requires a minimum of 44 approved theatre credits. Each theatre major must complete the following foundation classes (32 credits):

- THA 105 Production Credit (four sections required for a minimum of 4 credits)
- THA 110 Introduction to Theatre
- THA 125 Stage Design Fundamentals
- THA 130 Introduction to Theatre Technology
- THA 140 Acting Fundamentals
- THA 251 Changing Stages: Theatre History Part I
- THA 252 Changing Stages: Theatre History Part II
- THA 425 Theatre Arts Senior Seminar

In addition to foundation classes, theatre majors must choose 12 credits of theatre electives, at least four of which must be at the 300-level or above. Requires advisor and Department Chair approval. Theatre electives include but are not limited to:

- THA 155 Performance Project
- THA 200 Voice and Movement for Performers
- THA 225 Set Design Techniques
- THA 226 Costume Design Techniques
- THA 240 Acting Techniques
- THA 260 Theatre Topics
- THA 300 Play Analysis

- THA 310 Directing for the Stage
- THA 325 Advanced Design Workshop
- THA 340 Advanced Acting
- THA 350 Dramaturgy

## THE MINOR

The minor is designed to engage students in the many disciplines of theatre arts and to provide the opportunity to develop creative expression within the context of a well-rounded liberal arts education.

Requirements consist of a total of 28 credits.

1. Students are required to complete the following courses for a total of 22 credits:  
THA 105 (1-2 credits), 110, 125, 130, 140, 251 and/or 252.
2. Students choose two additional courses from Theatre Department Electives and/or from courses approved for cross-listing towards degree credit, for a minimum of 6 credits.

### Courses considered for cross-listing toward degree credit:

Art History, Dance, Drawing, Graphics/Computer, Drama, English Literature/Shakespeare, Voice.

### Theatre Arts Capstone Requirement

Offering to be determined by faculty and approved by Department Chair. Capstone experience to provide a theatre experience with a level of challenge and responsibility, artistic and intellectual rigor, and commitment beyond the student's previous training in the degree. The ideal capstone experience provides students with the opportunity to demonstrate an emerging "mastery" within one or more areas of the theatre arts disciplines.

### Department Facilities

The Glenn Wallichs Theatre is a 326-seat, low-fly, proscenium house with fully equipped scenic and costume shops, and computerized lighting and design systems. The Black Box theatre is a 60-seat laboratory theatre equipped with lighting and sound systems. Productions also appear at the Alumni Greek Theatre, a 3,500-seat outdoor amphitheatre.

## Department Activities

Each year a minimum of three mainstage shows are produced at Glenn Wallich's Theatre. These productions are directed and designed by faculty and/or professional guest artists. In addition to these productions, the Glenn Wallich's Theatre hosts annual dance concerts, jazz concerts, and special events. Students are involved in all aspects of these productions.

The student performance series runs throughout the year in the Black Box theatre. The series includes student-written plays, jazz improvisation, dance, performance art, and more.

The Theatre Odyssey Program provides hands-on, in-depth encounters with artists and organizations that reflect the cultural diversity, theatrical innovation, and professional expertise unique to the performing arts in Southern California. Activities include play attendance, backstage visits, seminars, and workshops.

## Internships

In addition to participating in theatre productions and courses, many students choose to take advantage of internships with professional theatres available through the department. Recent internships have occurred with the Cornerstone Theater Company, Florida Studio Theatre, The Mark Taper Forum, and the Santa Fe Opera Company.

## COURSE DESCRIPTIONS (THA)

### 105 Production Credit.

#### Fall (1–3), Spring (1–3), May Term (1–3).

Practical application of production and performance techniques for the stage. Options include acting, design, construction, stage management, assistant directing. Requires participation in faculty-supervised mainstage productions. May be repeated for degree credit. CN only.

### 110 Introduction to Theatre. Spring (4).

Designed to introduce students to theatre as cultural history, literary text and perfor-

mance. The emphasis is on theatre as a social, collaborative, and interdisciplinary art in a variety of forms throughout the world. Activities include play reading, critical writing, ensemble projects, performance workshops and play attendance.

### 125 Stage Design Fundamentals.

#### Fall (4), Spring (4).

Overview of the function and responsibilities of scenic, lighting, and costume designers. Primary information about the tools and basic techniques that are used to bring the designer's concept to the stage are explored, as well as methods of creative problem solving and conceptual thinking specific to the theatrical design practice.

### 130 Introduction to Theatre Technology.

#### Fall (4).

Students learn techniques of stagecraft, production management, and production support. Elements of technical design and production involving scenic, lighting, and costume techniques are explored as tools for interpreting and supporting production designs. Includes lab component.

### 140 Acting Fundamentals. Fall (4),

#### Spring (4).

Intensive training of the student's unique expressive abilities. Focus on training the actor's instrument: the body, voice, and creative imagination. Through structured ensemble and solo work, students develop the basic tools of performance: concentration, relaxation, intention, physicalization, and moment-to-moment play. May be repeated for degree credit for a maximum of 8 credits.

### 155 Performance Project.

#### Fall (3-4), Spring (3-4), May Term (3).

Workshop-level play production. Designed to provide the student with performance and production experience at a level between classroom work and mainstage work. Prerequisites: THA 130 and 140. Offered as needed.

# Theatre Arts

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## **200 Voice and Movement for Performers. Fall (4), Spring (4).**

Workshop format designed to liberate, expand, and integrate the student's vocal and physical expressive capacities. Through structured vocal and physical exercises, students deepen their technical and intuitive understanding of the voice, body, and mind relationship. May be repeated for degree credit with permission from the department chair. Offered as needed.

## **225 Set Design Techniques. Fall (4), Spring (4).**

Studio class focused on tools and strategies used to design scenery for the stage. Design techniques presented include approaches to text analysis, design research methods, creating a conceptual point of view, and visual communication skills of drawing, painting, and scale model making. Emphasis on collaborative aspects of theatre set design. Prerequisite: THA 125 and (THA 110 or ART 133), or permission of the instructor. Offered in alternate years. NU and EV only.

## **226 Costume Design Techniques. Fall (4), Spring (4).**

Studio class in the art and practice of costume design for the stage. Design techniques presented include approaches to text analysis, development of a conceptual point of view, design research methods, and visual communication skills of drawing and painting. Emphasis placed on the collaborative aspects of theatre costume design. Prerequisite: THA 125 and (THA 110 or ART 131) or permission of the instructor. Offered in alternate years. NU and EV only.

## **240 Acting Techniques. Spring (4).**

Techniques for building a character. Specific focus on the actor's approach to the text through work on auditions, monologues, and scenes. Students learn the necessary skills to analyze a scene, physicalize character intention, and play the character's essential action. Prerequisite: THA 140 or permission by instructor. May be repeated for degree credit.

## **251 Changing Stages: Theatre History Part I. Fall (4).**

Explores theatre as performance and cultural history as well as literary text. Geographic and temporal focus varies across Western and Eastern theatres from ancient classical periods up to the Early Modern era (1700s). Potential areas of study: Greece, Asia, Africa, the Americas, Medieval/Renaissance Europe, ritual/religion, comic/popular theatre and women and theatre. Prerequisite: THA 110 or instructor's permission.

## **252 Changing Stages: Theatre History Part II. Spring (4).**

Explores theatre as performance and cultural history as well as literary text. Geographic and temporal focus varies across world theatres from the late 1800s through the 21st century. Potential areas of study: Melodrama, Realism, Dada/Surrealism, Postcolonial Africa, People's Theatre, avant-garde and alternative companies, multicultural, women's, gay/lesbian and disabled theatre. Prerequisite: THA 110 or instructor's permission.

## **260 Theatre Topics.**

### **Fall (4), Spring (4), May Term (3).**

In-depth study of selected topics from the various theatre disciplines. Topics may include Dance, Mask Making, History of Stage Design, Lighting Design, Performance Styles, Playwriting, Scene Painting, Images of Disability in Theatre, Theatre for Young Audiences, Women in Theatre. May be repeated for degree credit for a maximum of 16 credits. Offered as needed.

## **300 Play Analysis: Page to Stage. Fall (4).**

Dramaturgical examination of a variety of play styles and critical paradigms. Approaches include performance, analysis, and research. Interpretive possibilities are explored through the concepts of given circumstances, dramatic action, character, story structure, and idea; essentials for releasing words on the page to action on the



stage. Prerequisite: permission. Offered in alternate years.

### **310 Directing for the Stage. Fall (4), Spring (4).**

A combination lecture/discussion/workshop focused on the fundamentals of stage direction. Scenes are presented in class and evaluated on student director's written analysis and execution of the scene's dramatic action, character attitudes, idea/intention, ground-plan, environmental factors, dialogue, mood, tempo, and style. Prerequisite: permission. Offered in alternate years. NU and EV only.

### **325 Advanced Design Workshop. Fall (4), Spring (4), May Term (3).**

An advanced studio class in which students complete individual design projects that challenge them to advance their conceptual and craft skills of scenic, costume and/or lighting design techniques. Emphasis on solving complex design problems, expressing a variety of theatrical styles and on the collaborative aspects of theatre process. Prerequisite: THA 225 or 226 and permission. May be repeated for degree credit with permission. Offered as needed. NU and EV only.

### **340 Advanced Acting. Spring (4).**

Focus on various approaches to character and style analysis. Through in-depth study, the differences and similarities of diverse acting styles are examined. Sources of study

include mask work, approaches to text, video and live performances, and historical research. Prerequisite: THA 140 and 240. May be repeated for degree credit, for a maximum of 8 credits, with department chair approval. Offered as needed.

### **350 Dramaturgy. Fall (4).**

The role of the dramaturg investigated from its roots in Eighteenth-Century Germany to its late Twentieth-Century arrival in the American professional theatre. Topics include the function of the dramaturg in classical play production, adaptation, community-specific performance, and new play development. May be repeated for degree credit, for a maximum of 8 credits, with department chair approval. Offered as needed.

### **425 Theatre Arts Senior Seminar. Spring (4).**

Under faculty supervision, students work independently on a culminating project in one or more areas of concentration—performance, design, dramaturgy, technical production, producing and/or directing. Prerequisite: THA 105, 110, 125, 130, 140, and 251. NU only.

# Women's Studies

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## THE DIRECTOR

Emily Culpepper (2007-08)

Jennifer Nelson (2008-09)

## THE FACULTY COMMITTEE

Kelly Hankin, Johnston, Media Studies

Kathy Ogren, Johnston, History

Patricia L. Wasielewski, Women's Studies and Sociology

Kimberly Welch, Women's Studies, Latin American Studies

## FRIENDS OF WOMEN'S STUDIES

There are also diverse faculty and administrators who work with Women's Studies by offering cross-listed courses, sponsoring internships or directed studies, and advising the program on projects.

## THE PROGRAM

Women's Studies is an interdisciplinary program that brings together diverse sources of research, analysis, insight, and experience to examine women's concerns and gender issues. The rapid pace of change in current societies includes major shifts in the power, social circumstances, ideas, needs, and desires of women, men, and children. Women's Studies is multiracial and multicultural. Women's Studies courses may explore specific or wide-ranging areas, as well as historical background and controversial topics.

A Women's Studies major or minor can equip students to better understand and actively participate in social changes. This course of study can lead to many different paths including preparation for professional specialization in diverse fields (such as law, government, psychology, social work, education, medicine, the arts, religion, and business), public service work and activism, and a clearer comprehension of personal and global issues. Women's Studies is grounded in valuing knowledge from both analysis and experience. Women's Studies courses embody a commitment to shared approaches to learning.

## THE MAJOR

We are an interdisciplinary program offering both courses carrying the WMST designation and cross-listed courses from many departments.

### Requirements for the Major (48 credits)

I. Foundation (4 credits)  
WMST 150 required.

II. Theory & Activism (8 credits)  
At least one theory course and one activism course required.  
Theory courses include: WMST 340, WMST 350, ECON 340, GOVT 317, PHIL 310, PSYC 320, SOAN 342, and others approved by the Director.  
Activism courses include: WMST 140, WMST 230, WMST 427, Exploratory Internships (WMST 180, 280), Specialized Internships (WMST 380, 480), and others approved by the Director.

III. Methods  
At least one 4-credit course must be a WMST methods course or other methods course appropriate to the focus of the Concentration Area, chosen in consultation with the student's WMST advisor.

IV. Concentration Area (24 credits)  
Majors design a Concentration Area in consultation with their WMST advisor. Concentrations fall under one of three Areas:  
(1) Diverse Constructions of Gender,  
(2) Theorizing Gender, or  
(3) Doing Gender

IV. Capstone (8 credits)

WMST 459 Senior Seminar:  
all majors enroll in the fall of their senior year, for 4-credits.  
WMST Senior Project:  
all majors complete an Independent Senior Project (WMST 470) or WMST

499 Honors Research Project in the spring of their senior year, for 4-credits.

## THE MINOR

The minor consists of 24 credits. Students are required to take WMST 150 as a core interdisciplinary course. Students may shape the minor to enhance their major program and can do so in consultation with the director or other members of the Faculty Advisory Committee.

## Registration Information

Each semester at registration, then later at check-in, the Women's Studies Program provides a current list of WMST and Cross-listed courses for the coming term. Because the Women's Studies Program is growing and new courses (including Johnston courses and special topics courses in various departments) are likely to be added, this list always will have the most current course offerings. Current WMST course listings are available in Larsen Hall 207 and from the director, and are distributed to every faculty advisor. They also are posted on the Women's Studies bulletin board next to Larsen 220.

## Directed Study and Internships

Students can design a course of Directed Study, WMST 170, 270, 370, and 470, with the director or with other WMST faculty members in consultation with the director, whose signature is required on the Individualized Study form. Internships—both Exploratory (WMST 180, 280) and Specialized (WMST 380, 480)—offer the opportunity for learning more about particular employment and community service settings. Internships can also be student-initiated and negotiated with the director.

Internships are available each Fall and Spring semester:

WMST 180.01 San Bernardino Sexual Assault Services (4).

WMST 180.02 Battered Women's Shelter (2-4). Training to become a volunteer for Option House Shelter for battered women and their children.

WMST 180.03 Women's Center (2-4). Activities on staff of the campus

Women's Center. Specific focus negotiated with student facilitators of the Women's Center and WMST faculty advisor to the center.

WMST 180.04-.09 Student proposed (2-4).

## Cross-listed Courses

These courses are described by their own departments. Check the appropriate departmental listings for full descriptions and prerequisites, if any. They are regularly applicable to Women's Studies and may be counted automatically toward the minor. These courses concentrate entirely or significantly on women's or gender issues.

ECON 340 Economics of Race and Gender

ENGL 138 Literature by U.S. Women of Color

ENGL 139 Chicana/o Literature

ENGL 217 Images of Women in Literature

GOVT 305 Sex, Power, and Politics

GOVT 317 Feminist Political Theory

HIST 326 Primary Witness in Women's History

JNST Feminist Film Activism

JNST Forbidden Love: Literatures of Lesbian Desire

JNST Gay, Lesbian, and Queer Cinemas

LAST 101 Introduction to Latin American Studies

LAST 140 Race, Ethnicity, and Gender in Latin America

LAST 230 Black Women Writers of the Americas

PHIL 310 Philosophy and Feminism

PSYC 320 Psychology of Gender

REL 131 Religions of America

REL 245 Lesbians, Gays, and Religious Controversies

REL 251 Women, Sexuality, and Western Religion

REL 351 Women and Buddhism

REST 232 Representing Race and Ethnicity in Film

SOAN 335 Sociology of the Family

SOAN 342 Gender and Sexuality

## Negotiable Courses

Occasionally additional courses and individualized studies from other departments also may be counted as Women's Studies courses.

# Women's Studies

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Such a course would include significant attention to women's or gender issues and offer the opportunity for focusing a research paper or project on such issues.

In a negotiable course, students must clarify with the instructor (at the beginning of the semester) their plans to have their work credited toward the major or minor. Students also should discuss their intentions to focus research papers or projects on women's studies issues. Negotiable courses must be approved by the director of Women's Studies for credit toward the WMST major or minor.

## COURSE DESCRIPTIONS (WMST)

### **120 Women's Issues. Fall (4).**

Introductory survey of issues important to women and that affect women's lives, including positions in family and society, politics and economics, women's health, belief systems, etc. Topics change depending on the instructor, but will introduce students to women's studies in a broad-based and interdisciplinary fashion. Offered as needed. NU and EV only.

### **130 Sexuality Education, Birth Control, Abortion: Current Struggles. Spring (4).**

Women's knowledge of their bodies, esp. concerning sexuality and reproduction, is a primary issue for women's well-being. This course focuses on current controversies over sexuality education, birth control, abortion, and related issues. NU and EV only.

### **140 Feminist Campus Activism. Spring (4).**

This course serves as an introduction to a wide variety of readings about feminist campus activism. We will talk about what it means to be an activist, what feminism means to each of us, and how to combine activism and feminism. The second part of the class will be spent executing your feminist activist project. Offered in alternate years. NU and EV only.

### **150 Introduction to Women's Studies. Fall (4).**

An interdisciplinary approach to introduce students to the area of Women's Studies. This might be the first time you have considered what it would mean to think about women as a general group and to look into what that might mean for understanding knowledge produced by them and about them. NU and EV only.

### **165, 265, 365 Special Topics in Women's Studies.**

**Fall (2–4), Spring (2–4), May Term (2–3).** Topics of current interest in women's studies. May be repeated for a maximum of 8 degree credits given a different topic. Offered every Spring and other semesters as needed.

### **210 African American Women's History. Fall (4).**

Offers an introduction to African American women's history, exploring the most recently published scholarship on a range of nineteenth- and twentieth-century topics, from the historical symbolism of Africa to the meaning of work, health, community movements, and sexuality in the history women of African descent in the United States. Offered in alternate years. NU and EV only.

### **220 Comparative Feminism. Fall (4).**

Compares feminism in the United States during the nineteenth and twentieth centuries with feminism on a global scale. The non-United States segment of the course will focus on countries with active indigenous feminist movements. Is there a global movement for women's rights? Are women's rights also human rights? What parallels can we draw between the movement in the U.S. and indigenous movements happening outside of the U.S.? Do all women's rights activists call themselves feminist? NU and EV only.

### **227 Women in Society. Fall (4) or Spring (4).**

Application of a sociological perspective to the study of women. Review of current information about women's positions in U.S.

society with special attention to differences in class, race and ethnicity, and political ideology. Theories of power, discrimination, self-concept, and social action as applied to women's experiences. Prerequisite: WMST 150 or SOAN 100 or 102. Offered as needed.

### **230 Feminist Community Engagement. Fall (4).**

Explores the connections between theory and practice with academic readings on activism and community building and student experiences as interns or community activists with non-profit organizations. Possible topics for projects are sexual violence, battering, poverty among women, self defense, women and the law, reproductive rights, or women's health issues. Offered in alternate years. NU and EV only.

### **232 History of Sexuality in the United States. Spring (4).**

Explores the understandings of sexuality from the colonial period to present, charting both the development of sexuality as a concept and the explosion of discussion about it. Topics include prostitution, rape, birth control, abortion, courting rituals, sexual revolution, women's liberation, sexual identity, and campaigns for lesbian and gay rights. Offered in alternate years. NU and EV only.

### **235 History of Women in the United States: Twentieth Century. Spring (4).**

Examines recent research on the private and public lives of women from 1880 to the present with attention to the differences among women of varied regional, racial, ethnic, and economic backgrounds. Covers significant themes in women's history, including work inside and outside the household, reform movements, immigration, sexuality, and feminism. Offered in alternate years. NU and EV only.

### **245 Mothers and Daughters in American Popular Culture. Fall (4).**

Examines how the question of the representation of motherhood and the mother/daughter relationship is influenced

by American popular culture since 1945. Analyzes how cultural concepts of motherhood and the mother/daughter bond reflect issues regarding ethnicity, class, sexuality, and generational differences. Offered as needed. NU and EV only.

### **249 Chickflicks: Women Filmmakers. Spring (4).**

Focuses on the rich tradition of women directors who have made their marks on film history and audiences. Students will focus on the films of a number of prominent female directors from a range of historical time periods, cinema traditions, and national film industries. NU and EV only.

### **250 Women and Popular Protest in Latin America. Spring (4).**

Explores how contemporary Latin American women activists influence the political, social, and economic forces within their respective nations through mass mobilization and guerrilla movements. Offered as needed. NU and EV only.

### **253 Third Wave Feminism. Spring (4).**

Students will read the writings of the contemporary feminist movement referred to as the Third Wave. We will discuss whether the Third Wave can be distinguished from the Second Wave movement. Theoretical material, media (films and TV shows), and personal testimony of feminist action will be included. Offered as needed. NU and EV only.

### **255 City of Women. Spring (4).**

Analyzes the historical and literary discourse on the socioeconomic and cultural aspects of urban migration and settlement for working-class women to and within the United States. Investigates the impact of warfare, economic adversity, and political upheaval on Latin American women's migration to the United States. Offered as needed. NU and EV only.

# Women's Studies

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## **256 Women and Witchcraft in America. Fall (4).**

Examines the significance of gender, class, sexuality, and ethnicity in the history of witchcraft in America, from the colonial period to the present. Studies how the constructions of gender and sexuality shape the history of witchcraft in America. NU and EV only.

## **320 Mediating Cultures: Latina Literature. Fall (4).**

Exploration of the notion of utopia and borderlands in literature by Latina writers. Students read a variety of contemporary authors with attention to the theoretical and literary forms in which they found expression. Offered in alternate years.

## **325 Women, Writing, and Resistance. Fall (4).**

Analyzes how women's nonfiction writing challenges racism, sexism, and imperialism while offering a unique feminist critique of globalization and the "New World Order." Investigates these issues through a critical reading of classic and contemporary works by women activists in the United States, Africa, and Latin America. Offered as needed. NU and EV only.

## **330 Feminist Research Methods. Fall (4).**

Students learn how feminist scholars rethink analytic paradigms and create new theoretical models to guide their work. Examination of how knowledge is constructed and deployed, how interdisciplinary feminist perspectives inform research methods, what the practical implications are of those methods, and how feminist analysis redefines traditional categories and disciplinary concepts. Prerequisite: sophomore status or above. Offered in alternate years. NU only.

## **340 Contemporary Feminist Theory. Spring (4).**

Survey of recent theoretical approaches in feminism exploring causes of women's oppression and strategies for liberation.

Includes theory by liberals, socialist feminists, radical feminists, and by women of color. Examination of issues of sex and gender together with racial, cultural, and economic factors. Themes and titles vary. Offered in alternate years. NU and EV only.

## **350 Feminist Ethics. Spring (4).**

Examination of women as moral agents and the question of whether women approach ethics in a different voice. Themes vary. Prerequisite, one of the following: WMST 130, 150, 330 or permission. Offered as needed.

## **427 Women in Collective Action. Fall (4) or Spring (4).**

Study of contemporary and historical examples of women affecting change in society. Examination of theories of social movements and change as applied to women's efforts politically and culturally to transform the social order. Examples drawn from the United States and other countries. Prerequisites: WMST 150, WMST 227, or permission. Offered as needed.

## **459 Senior Seminar. Fall (2-4).**

Students synthesize and reflect on their interdisciplinary women's studies learning. All students design and develop a research paper or project. Those who are women's studies majors do so in consultation also with their women's studies advisor, and plan for a Directed Study to complete their paper or project in spring. Prerequisites: WMST 150, two 200-level courses (WMST or Cross-listed), one 300-400-level course (WMST or Cross-listed), and senior standing, or permission.

# Integrated Programs of Study

## PRELAW

### The Program Advisors

**Robert S. Marsel, Business  
Administration and Accounting**  
**Arthur G. Svenson, Government**

### Major Emphasis

Students should plan a major in a specific discipline in consultation with their advisors. Typically the major would be from one of the following departments: economics, government, history, english, philosophy, or sociology and anthropology.

### Recommended Central Courses

We recommend that prelaw students select a minimum of eight courses from the following list:

ACCT 210 Principles of Financial Accounting and Reporting  
ACCT 220 Principles of Managerial Accounting  
ECON 250 Principles of Microeconomics  
ECON 251 Principles of Macroeconomics  
ECON 350 Intermediate Microeconomics  
ENGL 110 Poetry  
ENGL 130 Introduction to American Literature  
ENGL 161 Studies in Literature: Law and Literature  
ENGL 201 Analysis of Literature  
ENGL 309 Persuasive Writing  
GOVT 111 American National Government and Politics  
GOVT 301 California Politics  
GOVT 306 Constitutional Law: National and State Powers  
GOVT 307 Constitutional Law: Liberty and Authority  
GOVT 310 Classical Political Thought  
GOVT 485 Specialized Internship in Law  
HIST 121 American Civilization I  
HIST 122 American Civilization II  
PHIL 120 Ethics and Social Philosophy  
PHIL 130 Reasoning and Logic  
PHIL 320 Ethics and Law  
SPCH 110 Fundamentals of Speech

### Recommended Elective Courses

Students are advised to take at least five courses in this area, taking care not to duplicate courses in the Liberal Arts Foundation or those from the major. (Specific courses are determined by students in consultation with their advisors.)

BUS 310 Principles of Management and Organization Behavior  
ECON 352 Industrial Organization and Public Policy  
ECON 354 Public Finance  
ECON 355 Environmental and Resource Economics  
ENGL 121 Introduction to British Literature  
ENGL 133 African American Literature  
ENGL 139 Chicana/o Literature  
ENGL 210 Poetry  
ENGL 222 Shakespeare  
GOVT 123 Introduction to World Politics  
GOVT 304 Congress and the Bureaucracy  
GOVT 308 American Presidency  
GOVT 314 Modern Political Thought  
GOVT 318 American Political Thought and Practice  
GOVT 320 Governments and Politics of Europe  
GOVT 344 International Law and Organization  
HIST 111 European Civilization: Early Modern  
HIST 112 European Civilization: The Nineteenth and Twentieth Centuries  
HIST 211 Political Extremism  
PSYC 100 Introduction to Psychology  
SOAN 100 Introduction to Sociology  
SOAN 102 Introduction to Cultural Anthropology  
SOAN 205 Social Issues  
SOAN 330 Crime and Delinquency  
SOAN 426 Political Economy  
SPCH 200 Forensics

# Integrated Programs of Study

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## PREMED

### The Health Professions Advisors

**Benjamin Aronson, Biology**

**Caryl Forristall, Biology**

**Lisa Olson, Biology**

### The Curriculum

The minimum requirements for admission to most medical schools in the United States include 8 to 16 semester credits of biology, 16 to 20 of chemistry, 4 to 8 of mathematics, 6 to 8 of physics, and 8 to 10 credits from English and the humanities.

### Central Courses

Students generally take the following courses:

BIOL 131–133 Principles of Biology

CHEM 131–132 General Chemistry

CHEM 231–232 Organic Chemistry

ENGL 6 to 8 credits, including composition

MATH 121, 122 Calculus I, II or MATH 118, 119, 122

PHYS 220–221 Fundamentals of Physics

PSYC 100 Introduction to Psychology

### Recommended Courses

A student's application to medical school is strengthened if several of the following courses are taken:

BIOL 239 Molecular Genetics and Heredity

BIOL 334 Comparative Physiology or BIOL 344 Human Physiology

BIOL 337 Vertebrate Anatomy

BIOL 338 Cell Biology

BIOL 348 Developmental Biology

CHEM 320 Biochemistry

CHEM 330 Analytical Chemistry

Many of these required and recommended courses are either full-year sequences, prerequisites for other courses, not offered every semester or year, or must be completed before taking the MCAT (usually taken in the spring of the junior year). Students should plan a tentative schedule for their entire course of study early.

The health professions advisors provide students with support and information concerning course selection, the MCAT, application procedures, and letters of recom-

mendation. Students should consult with the health professions advisors to develop programs tailored to their particular needs and interests.

For other health-related fields, admissions requirements and application procedures are similar to those for medical school. Students interested in careers in dentistry, veterinary medicine, physical therapy, physician assistance, and the like should consult with the health professions advisors for more details and information.

## PROUDIAN INTERDISCIPLINARY HONORS PROGRAM

### The Program Director

**Daniel Kiefer, English**

### Requirements

The Proudian Program is designed for up to twelve talented students in each graduating class who wish to explore interdisciplinary learning. The program offers students three special seminars on interdisciplinary topics. Two of these occur in the sophomore year (Spring and May Term), and one in the senior year (Fall). These courses frame two individualized junior-year options: study abroad or, in special cases, an internship in a profession or business. A senior thesis is required of each scholar. The program assumes the value—indeed the necessity—of interdisciplinary inquiry in the twenty-first Century.

There are special privileges that come with election to the program. Scholars have exclusive use of the Proudian Room (Hall of Letters 200) and its equipment. They have faculty borrowing privileges at the library. Scholars may also propose alternate ways of meeting the Liberal Arts Foundation requirements for graduation. These proposals must be approved by a faculty member who teaches in the relevant Foundation category, and by the director. These changes also require, of course,



# Integrated Programs of Study

successful completion of the full program, including the senior thesis.

Admission to the program is competitive and based on highly selective criteria (GPA, SAT scores, writing samples, and especially a series of individual interviews). Selection takes place during the first semester of the sophomore year. More specific information concerning application may be obtained from the director of the program.

## COURSE DESCRIPTIONS (IDS)

The prerequisite for all courses is admission to the program.

### **365 Sophomore Seminar I. Spring (4).**

Introduces interdisciplinary theory and method as well as seminar learning skills. Requires completion of a major paper/project. Culminates in an academic symposium where students present papers to a University-wide audience. Prerequisite: admission to program. Offered every year. EV and NU.

### **366 Sophomore Seminar II. May Term (3).**

Interdisciplinary seminar including travel for research and group learning. Prerequisite: admission to program. Offered every year. EV and NU.

### **380 Junior Year Exploratory Internship. Fall (2–3), Spring (2–3).**

### **465 Senior Seminar. Fall (4).**

Advanced interdisciplinary topics are addressed, perhaps arising out of students' junior year experiences, and selected by faculty and students in concert. This seminar includes a section on the development of the senior honors thesis.

### **495 Senior Thesis. Fall (1–4), Spring (1–4), May Term (1–3).**

## SOCIAL SCIENCE PROGRAM

### **The Program Director**

**John Glover, History**

The Social Science Program (SSP) is a State of California approved, comprehensive curriculum covering the social science subjects taught in California secondary schools. It consists of 88 total credits divided into 60 credits of core courses and another 28 credits of breadth courses. Social Science Program candidates must also complete a major. The program provides students with a command over the various content areas of the social sciences such as history, geography, government, and economics as taught in high schools across the state. In addition, successful completion of the SSP entitles the student to enter a teaching credential program without taking the comprehensive CSET (formerly the Praxis) exam. Interested students are strongly encouraged to seek advisement from the Program Director and appropriate SSP faculty as early as possible due to the demanding nature of the program. A detailed list of the core and breadth courses can be obtained from the Director or the History Department webpage via [www.redlands.edu](http://www.redlands.edu).

## COURSE DESCRIPTION (SSCI)

### **460 Social Science Capstone. Fall (3–4), Spring (3–4), May Term (3).**

A combination of Social Science methodology and individual creation of student portfolios bringing together a summary of their work since beginning the program. Prerequisite: completion of the program. Offered as needed.

# Additional Course Offerings

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## UNIVERSITY ACTIVITY (UACT)

The University offers credit for such activities as work with the student newspaper or with productions in Glenn Wallichs Theatre. Students should check with the appropriate project sponsor for enrollment information. UACT: 0–3 credits. CN grading only. Written evaluation.

## ARABIC (ARBC)

### 101/102 Beginning Modern Arabic. Fall (4) or Spring (4).

Introduction to modern standard Arabic for students with no previous Arabic experience. Introduction to the Arabic alphabet, grammar, and basic vocabulary intended to develop basic skills in written and spoken Arabic. NU only. Not regularly offered.

## COMMUNITY SERVICE LEARNING (CSAC)

### 360 Service Learning: Special Topics. (3-4).

Faculty-taught courses integrating service with the curriculum. The standard class involves 40+ hours of class instruction and 30+ hours of service outreach. Faculty establish their own take-home assignments, but generally pre-service preparation, timesheet, journal, final paper, and group verbal reflection are required. Various faculty—see Schedule of Classes.

### 380 Service Learning: Activity (3)

An 80-hour service activity with individual placement contracts, reflective components, journals, evaluations, timesheet, final paper, and group verbal reflection. Required Group and individual meetings with the CSL administrator prior to contract development and approval.

### 382 Service Learning Initiative. (1-2).

In negotiation with faculty and the CSL Director, students may earn 1 or 2 credits (1 credit equates to 30 hours of service and additional reflection; 2 credits doubles those

numbers) beyond the departmental course credits. Students must have a faculty-approved placement contract, a reflective component, journal, evaluations, timesheets, final paper, and verbal reflection. This option may be appropriate for travel courses and study abroad programs. Approval from CSL Director and Special College Programs if travel course. Prerequisite: permission.

### 383 Service Learning: Outreach. (0).

Designed for service-oriented work study placements, previous service (including UoR courses), or extensive service outside the University. Formal documentation of hours and a final reflective paper must accompany the CSL 383 Request. If approved, the CSL Director notifies the Registrar's office of completion of the graduation requirement. See CSL about registration requirements.

## ENGINEERING (ENGR)

### 117 Fundamentals of Aeronautics. May Term (3).

A “ground school” taught by an FAA-certified instructor that qualifies students to take the FAA Private Pilot Written Exam. Sections of the course focus on aerodynamics, aircraft systems, aircraft performance, airspace categorization and the flight environment, meteorology, weather data, navigation, navigation systems, flight physiology and psychology, and flight planning. CN only.

## SPEECH (SPCH)

### Faculty: William Southworth

The College of Arts and Sciences offers service courses in public speaking and sponsors a nationally competitive, intercollegiate debate team with a heritage of national success. While high school debate experience is preferred, it is not required to participate on the Debate Team. Talent scholarships are offered each year to outstanding students in policy debate.

Speech courses have been designed for students pursuing careers in education (Professional Speech) or business (Business Speech) and for students who seek to develop

their skills in public speaking (Fundamentals of Speech). Most courses are offered without prerequisite and can be found on the list of recommended courses outside the major in many departments.

### **110 Fundamentals of Speech. Fall (4).**

Principles of public speaking and interpretation with classroom evaluation of speeches. Designed to enhance the student's skills in persuasive or informative speaking situations, as well as argumentation.

### **111 Contemporary Oral Argumentation. Spring (4).**

Introduction to the study of argumentation, controversy, and debate through theory and practice. Focuses on theories of argumentation and debate and providing students with multiple opportunities to refine their argumentative voices. Students will be expected to participate on a regular basis, be creative, and think and speak on their feet. Offered as needed.

### **115 Business Speech. Spring (4).**

Theory relevant to a variety of business speech situations, including speeches to inform, entertain, and persuade. Instruction in the following business speech situations: interviews, sales, technical reports, and conference speaking.

### **120 Professional Speech. May Term (3).**

Performance course designed to accommodate the needs of multiple subject and education majors. Primary attention given to the unique demands of classroom and professional speech situations. Reports, lectures, discussion leading, story-telling, and demonstrations are covered. Offered as needed.

### **150 Speaking of Wellness. May Term (3).**

Basic course in public speaking providing opportunities for students to engage in the study of public address while focusing on themes coming from the study of holistic health. Students engage in dyadic, small group and platform speaking while dealing

with issues of stress management, physical fitness and nutrition. Offered as needed.

### **200 Forensics. Fall (1), Spring (1).**

For students interested in participating in intercollegiate debate. Prerequisite: permission. May be repeated for a maximum of 8 degree credits.

### **260 Topics in Speech. May Term (3).**

Seminar includes a rhetorical analysis of contemporary social issues and movements. Prerequisite: permission. May be repeated for degree credit given a different topic.

## **STUDENT SERVICES (SSRV)**

### **101 Residence Life 101. Fall (2), May Term (2).**

Involves building communication skills, increasing awareness of rules and policies, and learning the official protocols for all situations that a Community Assistant would encounter. Prerequisite: permission. CN only.

### **150 Real World 101: Life after College. May Term (3).**

Designed to prepare students for life after college. This is accomplished through self-assessment, exploration of educational and occupational choices, and the development of real-world survival skills. Format includes lectures, hands-on exercises, and experiential learning within a professional environment. Not open to School of Business students through the experiential essay process. Prerequisite: juniors and seniors only.

### **154 Learning Skills. Fall (2), Spring (2).**

Provides an opportunity for students to adopt habits that promote academic success. Key elements include setting goals, enhancing study skills (time management, note-taking, memorization, etc.), and developing life skills. Students are expected to make an active commitment to self-assessment, experimentation with new techniques, and taking concrete action steps towards achievement.

## Additional Course Offerings

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### **201 Pedagogy of Residential Education. May Term (2).**

Explores the use of pedagogy in educating students in residential settings. Residence halls provide opportunities for students to enhance their classroom learning, while being introduced to other areas of education central to their roles as community members. Students learn how to use pedagogy to accomplish these objectives. Prerequisite: SSRV 101. EV and CN only.

## THE INTERIM DEAN

Stuart Noble-Goodman

## THE FACULTY

Rasool Azari

Jyoti Bachani

Peter Bergevin

Kimberly Cass

Hamid Falatoon

Allison Fraiberg

Kamala Gollakota

Gerald M. Groshek

Mahmoud Kaboudan

Denise MacNeil

Johannes Moenius

Marc Orlitzky

Monica L. Perry

James B. Pick

Cathleen Platt

Jerry Platt

Mohammad Rahman

Hindupur V. Ramakrishna

G. Keith Roberts

Avijit Sarkar

W. Hubbard Segur

Jeffery D. Smith

James C. Spee

Satish Thosar

Xin Zhao

## INTRODUCTION

The School of Business designs programs for working professionals that provide a high quality education with real-world relevance. Our mission is as follows:

The University of Redlands School of Business enriches our society with graduates who manage well, solve business problems creatively, communicate effectively, learn continually, think globally, and act ethically.

We are a community of learners that fosters leadership, opens doors of opportunity, provides high quality teaching, and creates knowledge.

Our degree programs offer undergraduate and graduate study within the framework of a liberal arts institution.

## PROGRAM DELIVERY AND REGIONAL CAMPUSES

Students receive a personalized schedule of instruction (SOI) that lists the courses they need to complete their degree. The SOI is published for each student at the beginning of the program and is subject to change with written notification. A single registration form that registers the students into all of the courses at the beginning of their program is done for the convenience of the students. It also assures the students of the sequence and dates of their courses.

Our programs are offered at convenient locations throughout Southern California. In addition to our main campus in Redlands, courses are offered in Rancho Cucamonga, Riverside, Temecula, San Diego, Santa Ana, Torrance, and Burbank. The centers provide the academic and administrative support that enables our students to complete their programs by attending class one time per week.

# School of Business Admissions

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The School of Business regularly schedules informational meetings for individuals throughout Southern California and will schedule meetings for organizations upon request.

At these meetings, a University representative presents information on programs offered, admission requirements, curriculum, degree completion requirements, cost, and financial aid. Individual pre-admission counseling is encouraged.

## UNDERGRADUATE ADMISSION

The School of Business offers a Bachelor of Science in Business.

1. All applicants must complete a formal application.
2. Official transcripts from every college or university attended (in any country) since high school must be submitted. Only transcripts sent to the Office of Student Records from the registrar of each institution attended will be accepted as official. No portion of a college record may be omitted from consideration of eligibility for transfer.
3. Forty (40) semester credits of accepted transfer credit. Neither portfolio credit nor courses taken in the University of Redlands School of Business core program can be applied to the 40-credit minimum.
4. A minimum grade point average of 2.00 (C) on a 4.0 scale in all college courses acceptable to the University of Redlands.
5. Three (3) years of full-time work experience since high school graduation, which may be cumulative and may include time spent at home as a family care-giver.
6. International students whose primary language is not English must present a TOEFL score of 500 (or 173 for the computer-based test or 61 for the Internet-based test) or higher.

Final Determination of acceptability and distribution of general education and professional work toward admission to an undergraduate program is made by the registrar.

## GRADUATE ADMISSION

The School of Business offers Master's degrees in business administration, information technology, and management.

The School of Business perceives the educational process holistically, recognizing that individuals from a variety of backgrounds and experiences can benefit from a graduate business education. Students entering graduate study demonstrate both the motivation and the capability to manage effectively. A complete application will include:

1. A completed application form, including essays
2. Transcript of undergraduate degree from an accredited institution
3. Current resume

Other information may be supplied to support an application, such as GMAT or other test scores, life and work experiences, interviews, and letters of recommendation.

A TOEFL score of 550 (or 213 for the computer-based test or 80 for the Internet-based test) or higher is required for international students whose primary language is not English.

## APPEAL PROCEDURE TO THE ADMISSIONS REVIEW COMMITTEE

The School of Business recognizes that college work previously undertaken by adults in their earlier years may not reflect current abilities. To allow for a measure of flexibility, the School of Business has formed the Admissions Review Committee to consider petitions from students who do not meet admissions requirements but believe they have compelling reasons for being granted an exception. Petitions are to be addressed to the admissions officer, Office of Student Records.

After reviewing each petition, the Admissions Review Committee will make one of three recommendations:

1. The student will be admitted without further qualification;
2. The student will be admitted on provisional status for the first four courses;\*
3. The student will be denied admission.

The decision of the Admissions Review  
Committee is final.

*\* This status requires that the student earn a cumulative GPA of 3.00 or better in the first four courses. After this requirement is met, the student is transferred automatically to regular admission status.*

# School of Business Financial Aid

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## GENERAL INFORMATION

Financial need is calculated as the difference between the cost of attending college and the expected contribution from students and their families. Financial aid is an award from a scholarship, grant, loan, or work opportunity that will assist in meeting this need.

Every effort has been made to ensure the accuracy of this information at the time of publication. However, due to frequent changes in program regulations mandated by the U.S. Congress, Department of Education, and the State of California, the information contained herein is subject to change without notice.

## Financial Aid Vocabulary

Acronyms and initials are frequently used in discussing financial aid; many appear in this publication. Familiarity with the following terms is helpful when investigating potential financial aid programs:

<b>COA</b>	Cost of Attendance
<b>EFC</b>	Expected Family Contribution
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FFELP</b>	Federal Family Education Loans Program
<b>PLUS</b>	Parent Loan for Undergraduate Students
<b>GPA</b>	Grade Point Average
<b>IRS</b>	Internal Revenue Service
<b>SEOG</b>	Supplemental Educational Opportunity Grant
<b>SAR</b>	Student Aid Report

## ELIGIBILITY

To receive need-based financial aid, a student must meet each of the following conditions:

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or someone who is in the United States on other than a temporary basis.
2. The applicant must have demonstrated financial need according to the current need-analysis procedure.
3. The applicant must be registered with

the Selective Service if the applicant is a male, at least 18 years old, and not a current member of the active armed forces.

4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

## OUTSIDE FUNDING SOURCES

### Veterans Assistance

The University of Redlands has been designated by the Veterans Administration as one of the qualified institutions veterans may attend and receive benefits under the following U.S. Codes:

- Chapter 30, Montgomery G.I. Bill—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815)
- Chapter 32, VEAP
- Chapter 35, War Orphans Educational Assistance Act
- Chapter 1606, Montgomery GI Bill—Select Reserve

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000, or contact the Registrar's office, Pam Verosik, at (909) 748-8338.

## LOANS

### Federal Perkins Loan

This federal loan carries an interest rate of 5 percent repayable starting nine months after graduation, upon termination of an academic program, or enrolling in fewer than 6 credits during a semester. Repayment extends over a maximum of 10 years at a minimum monthly payment of \$40. An additional 10 years may be requested for low-income individuals based upon criteria developed by the U.S. Secretary of Education.



Eligibility. Students with extreme financial need, which is demonstrated by a maximum Pell Grant and Supplemental Educational Opportunity Grant, will be eligible for the Perkins Loan Program.

## Federal College Work Study Program

Work may be included as part of the financial aid award package. Such jobs are usually located on campus or at one of the regional offices. Students can earn a maximum of \$750 per academic year.

**Eligibility.** Federal Work Study will be awarded to undergraduate students with an extreme financial need, demonstrated by an adjusted gross income of \$10,000 or less.

Students should understand that they are paid for hours worked and that funds earned from this program will not be credited to their Student Account.

## Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and credit unions. No interest is charged nor is repayment required while the borrower is enrolled at least half time. The interest rate is variable and is capped at 8.25 percent. Students will be eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education.

**Eligibility.** Full-time and half-time students are eligible to apply. Eligibility is determined through needs analysis, documented via the FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a degree-seeking program before the loan can be certified.

**Loan Limits.** Full-time and half-time undergraduate students may borrow up to \$5,500 per academic year. Graduate students may borrow up to \$8,500 per academic year. Maximum aggregate loan amounts are: for a dependent undergraduate student, \$23,000; for an independent under-

graduate student, \$23,000; for a graduate or professional student, \$65,500. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half time, with up to 10 years for repayment. All loans are assessed a loan origination fee on the amount of the loan. Some guarantors also charge a guarantee fee. Stafford applications are mailed from the Financial Aid office when eligibility is determined.

## Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Federal Subsidized Stafford Loans, except that the borrower is responsible for the interest that accrues during deferment periods (including time in-school) and during the six-month grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student goes into repayment.)

**Eligibility.** Eligibility requirements are the same as for the Federal Subsidized Stafford Loan. This loan is available to students who do not qualify for Federal Subsidized Stafford Loans. The combined total of subsidized and unsubsidized loans cannot exceed Stafford limits. The maximum combined total per academic year is \$18,500 for graduate students and \$10,500 for undergraduates.

**Loan Limits.** Full time and half time graduate students may borrow up to \$10,000 per academic year. Undergraduate students may borrow up to \$5,000 per academic year.

# School of Business Financial Aid

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## NEED-BASED GRANTS

### Federal Pell Grants (Undergraduate only)

This federal grant ranges from \$400 to \$4,050 for a full-time undergraduate student. The award is determined by the amount of the calculated student contribution in relation to the cost of attending the University of Redlands. Eligibility may extend to the period required to complete the first baccalaureate degree. Grants do not have to be repaid.

**Eligibility.** Full-time and half-time undergraduate students with financial need are eligible. Those eligible generally have a low income and limited assets. Eligibility is determined through needs analysis, documented via the FAFSA form, and is limited to U.S. citizens and qualified non-citizens.

### Cal Grant A or B (Undergraduate only)

California resident students must apply directly to the California Student Aid Commission for the Cal Grant A by filling out a GPA verification form by March 2. The GPA Verification Form for Cal Grants and the FAFSA must be submitted by March 2 each year. Forms are available at all high school and community college guidance offices, and college financial aid offices.

### Federal Supplemental Educational Opportunity Grant (SEOG) (Undergraduate only)

This federal grant is intended to assist students who demonstrate an extreme financial need; it is administered by the Office of Financial Aid. Grants can be awarded up to \$1,500 per academic year. A student must qualify for the maximum Pell Grant to receive an SEOG.

## SATISFACTORY ACADEMIC PROGRESS

All students enrolled in undergraduate degree-completion programs or graduate programs through the School of Business must meet the Satisfactory Academic

Progress set forth by the University of Redlands and the federal government.

Satisfactory academic progress is evaluated on the basis of the number of credits completed and approved degree requirements, as well as the students' cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, students must meet the following minimum standards at the end of each loan period.

- All students must complete at least 80% of their attempted units each academic year. For example, a student whose program is 22 units for the year must complete at least 18 units to be in compliance with the University's policy.
- GPA
  - Undergraduate students—minimum cumulative GPA of 2.0
  - Graduate students—minimum GPA of 3.0
- The maximum timeframe for completion of the two-year, undergraduate degree-completion programs and graduate programs is no more than three years and six months (150% of the actual time). For students who attend less than full time, the maximum timeframe will be prorated accordingly, based on their attendance.
- Students who do not meet the above requirements by the end of their first year of study will be placed on financial aid probation. A student will lose eligibility in their third year of study (i.e., third year refers to any additional units necessary and/or required to complete the program) if the units are not made up or the GPA requirement is not met during their second year of study.

## STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of all financial aid recipients as required by federal and state regulations are outlined below.

## What students have the right to know:

- The deadlines for submitting an application for each of the available programs.
- How your financial need was determined.
- How much of your financial need has been met.
- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- How eligibility for financial aid programs is determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly.
- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin.
- What it costs to attend the University of Redlands, and what the University's refund policy requires of the University and of you.
- How the University determines whether you are making satisfactory progress, and what happens if you are not.
- What happens if you withdraw or drop out during the year.

## Responsibilities of students:

- You should carefully read all information regarding programs at the University of Redlands.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered

a criminal offense subject to penalties under the U.S. Criminal Code.

- You must be aware of and comply with the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You are required to report to the Office of Financial Aid if you drop below full-time status.
- You must provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or by any agency to which you submitted an application.
- You have to update information concerning name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with all applicable policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a federal Perkins Student Loan or a Federal Stafford Loan from the Office of Financial Aid, you must complete an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands.
- You must perform the work that is agreed upon in accepting a work opportunity award. You are required to monitor your earnings and not to exceed the maximum amount of your work opportunity award. Overworking will necessitate a reduction of other forms of financial aid in your package.

# School of Business Financial Aid

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- If you receive additional funds from any source, such as outside scholarships, before or after you receive financial aid from the University, you must report the source and value of the award to the Office of Financial Aid. Receipt of additional funds frequently requires an adjustment to the existing financial aid award to avoid an “overaward” as defined by federal and state regulations.

## Refund Policy

Refunds are calculated from the date of official withdrawal or leave of absence. Students who withdraw unofficially or at the request of the University are not entitled to any institutional refund for the current semester. A withdrawal or leave of absence is considered official when written notice has been provided to the Registrar’s office after consultation with their Academic Advisor. Written withdrawal or leave of absence notification is required to state the intention of the student to discontinue the course(s) in which he or she is registered and his or her last date of attendance.

The withdrawal will be considered effective as of the last date of attendance or when the student began the official withdrawal process, whichever is later. If a student fails to officially withdraw then the mid-point in the term is used as the last date of attendance.

The refund calculation schedule is outlined in the Tuition and Fees section of this *Catalog*. Once the amount of the refund has been calculated, the Financial Aid office will determine the Title IV refund amounts according to the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations. This information is available in the Financial Aid office.

## APPLICATION PROCEDURES AND DEADLINES

- Complete the Free Application for Federal Student Aid (FAFSA)\* by March 2 prior to the academic year of anticipated entrance

- All California residents who also wish to apply for a Cal Grant A must submit a GPA verification by March 2, prior to the academic year of anticipated entrance
- Apply for a Pell Grant by completing the FAFSA.

*\*May be submitted on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or mailed by paper format*

## UNIFORM CRIME REPORTING

For information regarding compliance with federal regulations on uniform crime reporting, please refer to the Legal Statements section of this *Catalog*.

## DRUG-RELATED CONVICTIONS AND STUDENT INELIGIBILITY

Title IV financial aid eligibility is suspended for students convicted of violating State or Federal drug possession or sale laws.

For drug possession convictions, eligibility is suspended:

- one year for the first offense,
- two years for the second offense, and
- indefinitely for the third offense.

For drug sale convictions, eligibility is suspended:

- two years for the first offense, and
- indefinitely for the second offense.

A student’s Title IV financial aid eligibility may be resumed before the end of the ineligibility period if:

- the student satisfactorily completes a drug rehabilitation program which complies with criteria established by the Secretary and such a program includes two unannounced drug tests; or
- the conviction is reversed, set aside, or otherwise removed from the student’s record.

## APPEAL PROCESS

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Office of Financial Aid.

## INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the

# School of Business Financial Aid

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application forms, write: Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5:00 p.m., at (909) 748-8047 or contact them at [financialaid@redlands.edu](mailto:financialaid@redlands.edu).

# School of Business Tuition and Fees

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The following schedules list the principal expenses and regulations concerning the payment of fees for the 2007-2008 academic year. Expenses are subject to change. When such changes are made, notice will be given as far in advance as possible.

Fees for the 2008-2009 academic year will be published during summer 2008.

## TUITION, FEES, AND EXPENSES

Numbers in columns indicate dollar amounts.

### Tuition, per credit

B.S., Business . . . . .	\$552
M.A., Management . . . . .	620
M.B.A. (2 year fully employed) . . . . .	620
M.B.A. (day-time) . . . . .	700
M.S., Information Technology . . . . .	620
Certificate Programs . . . . .	620

### Audit or Independent Study, per credit

Audit and Independent Study courses are billed at the current per-credit rate for the degree program in which the course resides.

### Repeat Courses, per credit

Repeated courses are billed at the student's per-credit program rate, provided he/she is currently enrolled in his/her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

**Electives for Business, per credit . . .** \$552

## Other Fees

### Textbooks

Students purchase textbooks through MBS Direct at market price at the time of purchase.

### Student Services Fee,

per course . . . . . \$20

## Cross-registration with Arts & Sciences

Full-time School of Business students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Business offering. Classes must be at the intermediate or advanced level (courses numbered 300 through 499). Arts and Sciences add requests must be signed by the student's academic advisor and the registrar. Part-time students are subject to the same regulations applicable to full-time students.

## Other Special Costs

**Replacement Diploma Fee . . . . .** \$50

### Examination for Credit in Lieu of

**Coursework, per credit . . . . .** \$295  
Available only to full-time students who have not previously audited or attended the course.

**Late Registration Fee . . . . .** \$90

### Matriculation Fee

(not refundable) . . . . . \$150  
Encompasses costs incurred by the University for maintenance of students' permanent records.

### Degree Completion

**Extension Fee . . . . .** \$350  
When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline.

### Placement File Fee

Fee includes the establishment of the placement file plus 10 files to be sent in the academic year of establishment (July 1 through June 30).

Students . . . . . \$20  
Alumni . . . . . 40

# School of Business Tuition and Fees

For fees relating to maintenance or modification of files, contact the Student Services Center.

**Thesis Fee** . . . . . 50  
**Transcripts of Records**, each copy . . . . . 5

## Methods of Payment

Tuition and fees are billed course-by-course with payment due 45 days from the invoice date. All charges must be paid in full or application must be made to the University's approved tuition installment plan (AMS)\* prior to the tuition due date. All remittances should be made payable to the University of Redlands.

**Students with past due balance on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full.**

**Students will not be permitted to pre-register for the next term until the past due balance is paid in full.**

**If the University is required to use third-party collections (i.e., collection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.**

**For information regarding student and parent loan programs, please refer to the appropriate category in the Financial Aid section of this *Catalog*.**

\*For information regarding the tuition installment plan (AMS), please contact the Office of Business and Finance—Student Accounts.

## Policy on Refunds

Refund policies at the University of Redlands are established in compliance with the 1992 amendments to the Higher Education Act of 1965. The University has adopted the Federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to Federal and State regulations. When such changes are made, notice will be given as far in advance as possible. To obtain a refund or a separate publication outlining examples of

refund policy requirements and calculations, please contact the Student Accounts office. Refunds are based on the date of **official** withdrawal.

Students receiving federal Title IV financial aid funding may be eligible for a refund according to the federal refund guidelines. Federal regulations stipulate the allocation of refunds representing federal aid and the repayment requirements for students receiving cash disbursements of federal aid.

## Official Withdrawal

A withdrawal is considered official when written notice has been provided to the Office of the Registrar stating the intention of the student to discontinue the course(s) or program in which he/she is registered or the University administratively withdraws students from courses or programs for non-attendance, financial non-payment, or academic actions. Written withdrawal notification must include the last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

If a student fails to attend the first two sessions of any course, the student may be administratively dropped by the University from the course. If a student is dropped from two courses in sequence or three courses within a twelve-month period, he/she may be administratively withdrawn from the program and will be charged in accordance with the University's Refund Policy.

## Returning Students

Students re-enrolling after withdrawal from the University will be charged current rates and fees based on the start date of new registration.

## Noncompliance with Admission Deadlines

Students who begin coursework and then are denied admission because of failure to complete their admissions files by the end of the first course will be charged in accordance with the University's Refund Policy.

# School of Business Tuition and Fees

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## Denial of Admission

Students who are denied admission to a program after beginning their coursework may immediately withdraw, or continue, the current course. Students will be liable for 100% of the course costs for all courses completed. Course costs include per-credit tuition, matriculation fees, and related course fees. Academic credit will be received for all completed courses. A withdrawal is considered official when written notice is provided to the Office of the Registrar stating the student's intention to withdraw.

## Allocation of Federal Portion of Refunds

If a refund is available under federally mandated refund policy guidelines, students will not receive refunds until all funds representing financial aid awards have been returned to the respective financial aid programs as required by federal regulations. The federal portion of the refund will be allocated in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV programs
8. Other federal, state, private, or institutional assistance
9. Student

## Repayment Policy

Some students receive financial aid beyond the cost of tuition and fees. In those cases, a student may have requested and received a credit balance refund from their student account. If a student withdraws completely or is disqualified, the student will be expected to repay the calculated refund using the federally mandated refund policy guidelines. Failure to repay funds could cause suspension from future participation in any federal financial aid programs.



# School of Business Graduation Requirements

## UNDERGRADUATE

### Catalog Requirement

Students must complete the graduation requirements as stated in the catalog for the year of admission. If a student is readmitted, the requirements prevailing at the time of readmission must be met. A student is not free to select graduation requirements from more than one catalog.

### Quantity and Quality of Work

To graduate, students must complete all of the requirements of their degree programs and earn at least 120 units of academic credit.

Students must maintain a grade point average (GPA) of 2.00 or better in all work taken at the University of Redlands. Quality grade points (derived from numeric grading) are not awarded for transfer work or courses taken on a Credit/No Credit basis, and credits for these courses are not calculated in the GPA.

### Graduation Requirements

Students must fulfill five basic requirements before receiving a baccalaureate degree:

1. Completion of 120 semester credits of study, of which at least 32 credits must be earned or certified at the University of Redlands.
2. Completion of the major program to which the student was admitted. The specific requirements are outlined in this *Catalog*.
3. Satisfaction of General Education requirements consisting of a minimum of 42 semester credits, as listed under general education requirements.
4. A minimum cumulative GPA of 2.00 earned for all college-level work taken at the University of Redlands.
5. Students in degree-completion programs must complete all requirements within four years from the date of the first class meeting. Students who do not complete their degrees within the four-year completion limit may apply for a single three-year extension, which begins on the date of the student's originally scheduled deadline. The extension

application should be submitted to the student's academic advisor for consideration. If the extension is approved, the student is required to pay a fee. Please refer to the School of Business Tuition and Fees section of this *Catalog* for more details. Should a student fail to complete the degree within the extension period, he or she must apply for readmission to the University and complete the degree requirements in place at the time of re-enrollment.

### General Education Requirements

While the School of Business major programs focus primarily on advanced work in business-related courses, the School believes that well-educated students also need experience in arts and humanities, behavioral and social sciences, mathematics and science, and writing and communication. General education requirements, therefore, constitute a significant portion of the degree and are intended to acquaint students with the variety of theoretical concepts and the diversity of methodologies employed in the pursuit of knowledge.

The degree comprises 120 credits divided roughly into three areas: general education, the major, and electives. Each student must earn 42 semester credits of general education, distributed among four categories: Arts and Humanities (AH), Mathematics/Science (MS), Behavioral/Social Science (SS), and Writing and Communication (WC). Among the four categories, each has its own required number of credits, as noted below. Six of these credits are the student's individual choice and may be taken from any of the categories. A minimum of 9 of these credits must be earned in upper-division courses. No individual course can fulfill more than one category requirement.

Students, with the assistance of their academic advisors, are responsible for monitoring their progress toward fulfillment of the General Education requirements. The students bear the ultimate responsibility for monitoring academic progress and ensuring fulfillment of all degree requirements.

# School of Business Graduation Requirements

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Art and Humanities (AH). A minimum of 12 semester credits is required.

**Behavioral/Social Science (SS).** A minimum of 9 semester credits is required.

**Mathematics/Science (MS).** A minimum of 9 semester credits is required. Students are required to take at least one college-level mathematics course. At least one natural science course (biology, chemistry, physics, geology, physical geography, astronomy, oceanography) is required. Students may take one course in computer science or another science.

**Writing/Communications (WC).** A minimum of 6 semester credits is required. Students must take at least one course in English composition.

General Education requirements may be fulfilled by:

- transfer of appropriate and acceptable credit from other colleges or universities; or
- successful completion of the appropriate Electives for Business courses; or
- successful petitioning of the appropriate courses through the School of Business Prior Learning Assessment Center, DANTEs, or certificated learning, either that certified by the American Council on Education or the University of Redlands; or
- successful completion of CLEP.

The following courses in the Bachelor of Science in Business schedule of instruction qualify as General Education courses and partially fulfill General Education graduation requirements.

## **B.S. in Business**

### **Writing/Communication (WC)**

BUSB 301 Critical Analysis: Written and Oral Communication (4)

### **Social Science (SS)**

BUSB 300 Ethics and Legal Environments of Business (4)

### **Natural Science and Mathematics (MS)**

BUSB 333 Business Information Systems (4)

## **Application for Graduation**

Students complete a formal application for diploma thirty days prior to completion of all degree requirements. Applications may be obtained from the student's academic advisor.

## **Commencement**

The School of Business enrolls students throughout the year and has students completing at various points during the year. Students may commence in the academic year in which they complete their degree requirements if their degree requirements are completed by March 1. An application to participate in commencement must be completed and postmarked by February 15.

Students enrolled in a degree program with a Schedule of Instruction (SOI) that is completed by August 31 may apply to participate in commencement that year provided there are 3 (or fewer) credits to be completed in addition to the remaining courses in the SOI. Students whose SOIs were completed prior to March 1 and with as many as 6 credits still needed may also apply to participate in commencement. An application must include a reasonable plan for completing the remaining credits by August 31 and should be sent to one's academic advisor, postmarked by February 15.

## **GRADUATE PROGRAMS**

Requirements vary among graduate programs. Students should consult the appropriate departmental listing in this *Catalog* for specific requirements. However, the following regulations pertain to graduate students in all programs at the University of Redlands.

## **Credit Obsolescence**

No course that has been completed more than six years before the date of graduation shall be counted toward a University of Redlands graduate degree.

## **Minimum Credit and Curriculum Requirements**

The minimum number of credits required varies according to the program. See individual department listings for this information.

Curricula for School of Business graduate degree programs may be subject to change each year. School of Business students should consult the annual supplementary publication.

# School of Business Awards and Honors

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## **Gordon C. Atkins Memorial Scholarship Award**

This award recognizes School of Business graduates for their academic achievement and program participation. It is given annually in memory of Dr. Atkins, who helped create the Alfred North Whitehead College.

## **Walker Ethics Award**

Recipients are students enrolled in the School of Business who demonstrate an understanding of the importance of ethics within organizations by submitting a written essay, research paper, or case study addressing an ethical problem, issue, or accomplishment within a particular organization.

## **Banta Community Service Award**

Recipients are students enrolled in the School of Business who demonstrate a commitment to their communities through philanthropic, volunteer, and/or service activities.

## **Greenthal Endowed Business Scholarship Award**

This award recognizes an outstanding undergraduate or graduate student enrolled in the School of Business.

## **Williamina Davidson, Evelyn Reamer Matich and Catherine Matich Endowed Scholarship Award**

This award recognizes an undergraduate or graduate student from Riverside or San Bernardino counties enrolled in the School of Business.

## **Whitehead Leadership Society**

The purpose of the Whitehead Leadership Society (WLS) is to encourage leadership and academic excellence within the School of Business.

As facilitators of professional education and lifelong learning, individual members provide active service and support to the University community, foster an academic climate to enhance student achievement, focus on increasing productive student and faculty dialog, and honor the traditions of liberal education.

Students who have demonstrated leadership among their student peers may be nominated. All full-time and adjunct faculty are qualified to join the society.

## **High Distinction**

Undergraduate honors is identified as High Distinction on the transcripts and diplomas of students who have maintained a GPA of 3.96 or higher. Those students earning this High Distinction appreciate the recognition of honors at commencement. For undergraduate students to have their honors recognized in the printed program at commencement, all of their degree requirements must be met by March 1. There are no exceptions to this honors policy.

# School of Business Programs of Study

## UNDERGRADUATE PROGRAM

The School of Business faculty works continuously to improve its undergraduate degree program in response to feedback from students, stakeholders, and business leaders concerning the current subject needs for high-quality business education. Program features can and do change over time in order to ensure business relevance and to offer innovative features that make them more valuable to students. Consult with admissions and advising staff for the most up-to-date version of our program.

## The Bachelor of Science in Business

The Bachelor of Science in Business is designed to enhance the knowledge and effectiveness of business professionals by linking their experiences with theories taught in the modern classroom. Students learn how to apply business concepts in solving problems, synthesizing information as reflective practitioners, and integrating knowledge learned in real-world and classroom settings. The themes of ethics, communication, critical thinking, and organizing global knowledge from a cultural and geographic perspective are woven into the program and demonstrated in course projects. The B.S. in Business program produces graduates who:

- Learn business concepts and apply them in solving problems.
- Synthesize information by diagnosing situations and prescribing solutions as a reflective practitioner of business.
- Integrate the knowledge that they have acquired inside and outside of the classroom into a broad understanding of business systems.
- Think critically, act ethically, and communicate effectively as individuals, in team settings, and as part of an organization.
- Apply an integrated disciplinary analysis to practical decision-making and leadership practices.
- Understand the relationship between theory and practice and apply that knowledge successfully in the workplace.

The program culminates in the development and presentation of a Capstone paper.

The major program consists of fifteen required core courses totaling 60 semester credits. Course descriptions are found in this section of the *Catalog* titled Course Descriptions.

### Core Courses:

- BUSB 300 Ethical and Legal Environment of Business (4)
- BUSB 301 Critical Analysis: Written and Oral Communication (4)
- BUSB 145 Mathematical Foundations for Business (4)
- BUSB 330 Managing & Leading Organizations (4)
- BUSB 230 Economics for Business (4)
- BUSB 333 Business Information Systems (4)
- BUSB 232 Business Statistics (4)
- BUSB 340 Principles of Marketing (4)
- BUSB 260 Financial and Managerial Accounting (4)
- BUSB 342 International Business (4)
- BUSB 361 Financial Management (4)
- BUSB 370 Managing Quality and Operations (4)
- BUSB 433 Spatial Analysis and Database Management (4)
- BUSB 481 Strategic Management (4)
- BUSB 485 Capstone: Analysis and Integration in Business and Management (4)

### Electives for Business

The School of Business offers electives that are designed to assist undergraduate students in accomplishing their academic goals. This is done by providing elective courses in general education and business that enhance and complement the core program, offer academic depth and breadth in areas of interest, and enable students to earn academic credit toward degree completion. Weekend and evening courses are conveniently scheduled at regional campus locations throughout Southern California and on the main campus in Redlands. Further information and the schedule of business electives being offered can be

# School of Business Programs of Study

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obtained by calling (909) 748-8753 or by visiting the University's website at <http://www.redlands.edu/BusinessElectives.xml>.

## The Assessment of Prior and Experiential Learning

School of Business undergraduate students have the opportunity to earn certified credit toward graduation requirements through the evaluation of experiential learning acquired outside an academic institution. Students develop a complete Experiential Learning Portfolio in the Business Elective course, HUMB 310: Interpreting Experience. Students will examine and interpret personal and professional learning experiences and then relate those experiences to specific college-level learning outcomes. The Experiential Learning Portfolios are evaluated by faculty through the Assessment Center at the School of Business to determine if credit may be certified for significant experiential learning, demonstrated in writing, which meets the learning outcomes for selected University courses. This portfolio also includes sections devoted to the assessment of ACE-evaluated courses—military or business—and other professional and certificated training. Students wishing to submit only their professional and military training for assessment may do so without taking the “Interpreting Experience” course.

Credits earned through the assessment process may be used to meet General Education requirements and other graduation requirements. A maximum of 30 credits may be certified through faculty assessment of experiential learning, including assessed experiential learning credits from other institutions. The services of the Assessment Center are available only to students enrolled in the School of Business undergraduate degree program. Faculty policy requires that experiential learning credits be posted to student transcripts only upon completion of all other degree requirements, and at the time of degree certification.

## GRADUATE PROGRAMS

The School of Business faculty works continuously to improve its graduate degree programs in response to feedback from students, stakeholders, and business leaders concerning the current subject needs for high quality business education. Program features can and do change over time in order to ensure business relevance and to offer innovative features that make them more valuable to students. Consult with admissions and advising staff for the most up-to-date version of our graduate programs.

## The Master of Business Administration

The Master of Business Administration (M.B.A.) has been developed with extensive thought given to the needs of the students and the business community. In addition to providing a foundation in the core functions of business, the development of leadership and integrity among M.B.A. candidates is enhanced through a firm grounding in the University of Redlands' rich liberal arts tradition. Research shows that successful leaders need attributes drawn from a liberal arts education, especially the ability to think critically, communicate effectively, and work in teams. The Master of Business Administration program provides an academic balance through a rigorous combination of conceptual knowledge, critical thinking, and practical application in the fundamental disciplines of business and management.

Class sessions include seminars, lectures, simulations, case analyses, and small group activities. Student interaction inside and outside of the classroom is key to a successful experience. Emphasis courses are delivered in a web-enhanced format that combines in-class sessions with online activities.

## Program Learning Objectives and Themes

The learning objective of the Master of Business Administration Program is to produce business professionals who possess advanced managerial abilities and leadership skills that create value.

# School of Business Programs of Study

Each course contributes to the overall functional/knowledge foundations required of an M.B.A. graduate and promotes the student's development as a highly effective manager. Each course comprises part of an overall program that links theory with practice and integrates knowledge across the disciplines. Incorporated into the M.B.A. program are the School of Business themes of global and technological change, working leadership, and ethical contexts for business.

## Program Requirements

The program consists of sixteen required courses totaling 46 credits. Course descriptions are found in the Course Descriptions section of this *Catalog*.

- BUAD 600 Preface to Leadership (1)
- BUAD 683 Information and Knowledge Management (3)
- BUAD 610 Contexts for Contemporary Business (3)
- BUAD 648 Applied Business Statistics (3)
- BUAD 641 Managerial Economics (3)
- BUAD 687 Legal Issues for Business and Management (3)
- BUAD 652W Public Policy and the Firm (3) or FINC 661W Financial Markets and Institutions (3) or GISB 690W Geographic Information Systems in Policy and Business (3) or INTB 691W Global Political Economy (3) or ISYS 680W IT Infrastructure, Security, Law, and Policy (3) or INTB 676 Cambridge Study: Challenge of Global Business (3)
- MGMT 667 Ethics in Management (3)
- BUAD 659 Managerial Accounting (3)
- MGMT 680W Marketing Management (3) or FINC 662W Investment Theory and Analysis (3) or GISB 691W GIS for Marketing (3) or INTB 694W Global Marketing (3) or ISYS 681W Customer Information Strategies (3)
- BUAD 660 Managerial Finance (3)
- MGMT 670 Human Resources Management (3)
- BUAD 655W Global Business (3) or INTB 693W Global Finance (3) or GISB 692W Geographic Analysis of Global Business or ISYS 682W Managing

Information Systems Development and Process Change (3) or INTB 677 International Marketplace: Perspectives from Asia (3)

- MGMT 631 Management and Organization Theory (3)
- MGMT 650 Management Science and Decision Analysis (3)
- MGMT 697 Strategy Capstone (3) or FINC 664W Financial Strategy Capstone (3) or GISB 693W GIS and Strategy Implementation (3) or INTB 692W Global Business Strategies (3) or ISYS 683W Information Systems Strategy Capstone (3)

## M.B.A. Emphases

Students may add an optional emphasis to their M.B.A. degree. An emphasis consists of four courses in a focused area. These specialized courses are substituted for selected core courses in the M.B.A. program and do not add to the overall length of the program. Four areas of specialization are available: Finance, Geographic Information Systems, Global Business, or Information Systems.

### Finance Emphasis

The Finance Emphasis focuses on developing comprehensive insight into financial markets and analyzing the rationale behind the financial actions taken within firms. Finance emphasis courses examine the linkages between the financial structures present in the external environment and the financial arrangements internal to business. The Finance Emphasis requires the completion of four 3-credit courses:

- FINC 661W Financial Markets and Institutions or INTB 676 Cambridge Study: Challenge of Global Business or INTB 677 International Marketplace: Perspectives from Asia
- FINC 662W Investment Theory and Analysis
- INTB 693W Global Finance
- FINC 664W Financial Strategy Capstone

# School of Business Programs of Study

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## **Geographic Information Systems Emphasis**

The GIS Emphasis focuses on producing management professionals who can analyze and resolve complex business problems utilizing spatial information and analysis. Students have the flexibility to develop their capabilities with spatial and geographic approaches to the analysis of business activities. The GIS Emphasis requires the completion of four 3-credit courses:

- GISB 690W Geographic Information Systems in Policy and Business or INTB 676 Cambridge Study: Challenge of Global Business
- GISB 691W GIS for Marketing
- GISB 692W Geographic Analysis of Global Business or INTB 677 International Marketplace: Perspectives from Asia
- GISB 693W GIS and Strategy Implementation

## **Global Business Emphasis**

Students who opt for this area of specialization will approach business issues from an international perspective and develop capabilities required when confronting global business challenges. The Global Business Emphasis requires the completion of four 3-credit courses:

- INTB 691W Global Political Economy or INTB 676 Cambridge Study: Challenge of Global Business
- INTB 694W Global Marketing
- INTB 693W Global Finance or INTB 677 International Marketplace: Perspectives from Asia
- INTB 692W Global Business Strategies

## **Information Systems Emphasis**

Students who choose this area of specialization will develop capabilities to meet the challenges of evolving trends in information technology and systems management. The Information Systems Emphasis requires the completion of four 3-credit courses:

- ISYS 680W IT Infrastructure, Security, Law, and Policy or INTB 676 Cambridge Study: Challenge of Global Business

- ISYS 681W Customer Information Strategies
- ISYS 682W Managing Information Systems Development and Process Change or INTB 677 International Marketplace: Perspectives from Asia
- ISYS 683W Information Systems Strategy Capstone

## **The Master of Science in Information Technology**

The Master of Science in Information Technology (MSIT) is an innovative degree program designed to meet the ever-changing needs of today's businesses. With many technology positions being outsourced to overseas companies, it is more important than ever that U.S.-based workers develop the skills and attain the knowledge required to remain and excel in the technology field. The program prepares graduates to take high-profile leadership roles in planning, designing, implementing, and managing strategic IT/IS. Graduates will be equipped to deploy and manage effectively the technology, people and processes involved in a complex and constantly changing business environment. Unique features of the program include international collaborative learning with student teams in other countries, a real-world consulting assignment with a client company, and immediate opportunity to apply the lessons learned in current work situations.

## **Learning Objectives of the M.S. in Information Technology Program**

Students who successfully complete this program will be able to:

- Effectively manage IT/IS projects, processes and professionals
- Evaluate and analyze the organizational, political, legal, ethical and global ramifications of managing information, technology and IT professionals
- Explain complex IT/IS concepts to non-IT/IS persons through effective communication in written, presentation and conversational formats
- Evaluate how technology contributes to the "Big Picture"



# School of Business Programs of Study

- Assess and apply sound IT security management principles to safeguard organizational assets
- Contribute to and collaborate effectively in international team settings
- Evaluate business requirements and formulate technology solutions into efficient business processes

## Program Requirements

The major program consists of seventeen required courses totaling 48 semester credits. Course descriptions are found in this section of the Catalog titled Course Descriptions.

- INFT 600 MSIT Program Orientation (0)
- INFT 610 Legal, Policy, and Ethical Issues for Technology (3)
- MGMT 680 Marketing Management (3))
- INFT 615 Teams and Interpersonal Communication (3)
- INFT 605 Information Systems Concepts and Decision Support (3)
- BUAD 659 Managerial Accounting (3)
- BUAD 660 Managerial Finance (3)
- INFT 620 Introduction to Object-Oriented Programming (3)
- INFT 625 Topics in Emerging Technologies and Innovations (3)
- INFT 630 Global E-Commerce (3) [may be substituted with one of the “Study Abroad Programs” in Cambridge (INTB 676) or Asia (INTB 677)]
- INFT 635 Information Technology Architecture and Management (3)
- INFT 640 Systems Analysis and Design (3)
- INFT 645 Telecommunications and Networks (3)
- INFT 650 IT Project Management (3)
- INFT 655 IT Change Management (3)
- INFT 660 Security Management (3)
- INFT 697 IT/IS Strategy Capstone (3)

## Computing System Requirements

Entering students are required to own a computer that can run the software packages in the program, or have access to such a system in the workplace (with permission to use the system for School of Business homework assignments). Specific information on

the system configurations suitable to this requirement may be obtained from the School of Business.

## The Master of Arts in Management

Managers and future managers need critical knowledge and skills to launch and sustain successful careers. The M.A. in Management emphasizes the interpersonal and organizational skills of management. This program is especially valuable for professionals who have been promoted from a technical position and need to learn how to manage people, as well as for experienced managers who wish to deepen their knowledge of the human side of management.

Students examine and develop their managerial and leadership skills through coursework and a self-directed learning plan. They use nationally recognized assessment tools to evaluate their knowledge and skills at the beginning of the program. In addition, students select an organization (usually their workplace) in which to apply their new knowledge and receive feedback from University of Redlands faculty.

The curriculum design of the M.A. in Management program is based upon extensive research on the capabilities and knowledge needed for management success. The approach used in the M.A. in Management program to develop students’ skills is a rigorous one. Students must demonstrate their ability to comprehend and analyze management challenges. Based on their analyses, students create possible solutions and evaluate the appropriateness of their recommendations.

At the conclusion of the program, students reassess their managerial strengths and weaknesses and compare these results to the same assessments done when they entered the program. They reflect on their evolution as managers and develop new plans for continued personal growth and development. Additionally, students analyze their learning from each course and integrate those insights into a comprehensive final presentation or paper.

# School of Business Programs of Study

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## Learning Objectives of the M.A. in Management Program

Graduates of the Master of Arts in Management Program will be able to:

- Think analytically
- Write effectively for business
- Develop a business strategy
- Work in and lead teams
- Communicate and manage change effectively
- Identify their core competencies, strengths, limitations, and values
- Maintain their personal standards of honesty and integrity
- Be more aware of the feelings and needs of self and others
- Manage conflict
- Make effective presentations

## Program Requirements

The major program consists of twelve required courses totaling 35 semester credits. Course descriptions are found in this section of the *Catalog* titled Course Descriptions.

- MGMT 604 Managerial Assessment and Development (3)
- MGMT 610 Contexts for Contemporary Management (3)
- MGMT 621 Contemporary Ethical Issues in Management (3)
- MGMT 622 Leadership and Motivation (3)
- MGMT 623 Team and Group Dynamics (3)
- MGMT 624 Communication and Conflict in Organizations (3)
- MGMT 661 Decision Making: Managing Risks, Serving the Customer, Examining the Numbers (3)
- MGMT 674 Human Resources Management (3)
- MGMT 686 Organization Theory (3)
- MGMT 689 Managing Change and Organizational Learning (3)
- MGMT 690 Strategy (3)
- MGMT 699 The Reflective Manager (2)

## NUMBERING SYSTEM

0–99	Freshman level (not counted toward degree credit)
100–199	Freshman level (included in degree grade point ratio)
200–299	Sophomore level
300–399	Junior level
400–499	Senior level
500–599	Continuing education courses not otherwise offered at undergraduate or graduate levels
600–699	Graduate level

## Course Frequency

Major program courses are offered in sequence at times indicated in the Schedule of Instruction (SOI). An SOI is published for each student at the beginning of the program and is subject to change with written notification

## Definition of Academic Credit

One semester credit is awarded for the amount of work an average student would accomplish in a minimum of 40 hours (undergraduate) and 45 hours (graduate), including the hours spent in the laboratory or classroom.

## Explanation of Course Markings

Courses that continue over a series of semesters in learning groups, such as the practicum or thesis, are described together. Course numbers

- separated by a comma can be scheduled in any sequence;
- separated by a hyphen must be taken in sequence as the first is a prerequisite for the one following; and
- separated by a slash indicate that undergraduate and graduate courses are offered together. Undergraduates register for the courses numbered 001–499, while graduates register for the 500– or 600– level courses.

# School of Business Course Descriptions

## BUSINESS (BUSB)

### **145 Mathematical Foundations for Business. (4).**

Introduction of mathematical foundations with applications for decision making in business. Focus is on mathematical concepts including functions and their graphs, systems of equations and inequalities, linear programming, mathematics of finance, basic statistics, and optimization.

### **230 Economics for Business. (4).**

Introductory study of macro- and micro-economics. Macro includes coverage of the national and global economy, the impact of economic aggregates and government action. Micro studies decision-making by individual firms and consumers in regard to the allocation of scarce resources, supply, and demand basics, and optimum output determination.

### **232 Business Statistics. (4).**

Introduction to basic statistical concepts including measures of central tendency and dispersion, frequency distributions, probability distributions, sampling distributions, and estimation. Also application in statistical inference, one- and two-sample hypothesis testing, chi-square, analysis of variance, and multiple regression models. Prerequisite: BUSB 145, Mathematical Foundations for Business or equivalent.

### **260 Financial and Managerial Accounting. (4).**

Examines accounting information as an economic decision-making tool. This course presents the concepts, policies, and procedures that govern accounting information systems. Students use that understanding to improve resource allocation by managers, owners, and creditors of an organization. Prerequisite: BUSB 145, Mathematical Foundations for Business or equivalent.

### **300 Ethical and Legal Environment of Business. (4).**

Examination of moral and legal business issues in domestic and international

contexts with emphasis on contemporary problems.

### **301 Critical Analysis: Written and Oral Communication. (4).**

Deepens students' analytical skills in written and oral communication. Focus on purpose, depth, organization, research, style, and effectiveness. Special attention paid to contemporary business contexts as well as historical perspectives.

### **330 Managing and Leading Organizations. (4).**

Overview of organizational behavior and theory. Focus is on the behavior of individuals and groups within organizations. The study of organizational decision-making, organizational design, culture, leadership, power and politics, and management of change. Ethics, diversity, and globalization are integrated throughout the course. Prerequisite: BUSB 301, Critical Analysis or equivalent.

### **333 Business Information Systems. (4).**

Introductory organizational and managerial overview of information systems. Assessing and constructing data and information for decision-making, designing interactive and spatial information systems, and assessing their ethical implications. Communicating effectively in a systems development environment.

### **340 Principles of Marketing. (4).**

Introduction to the concept of marketing and marketing principles. Focus on creating value for customers. Develops an understanding of the four elements of the marketing mix (product, price, promotion, and place/distribution) with application to product, service, profit, and not-for-profit enterprises in local, national, and international environments. Prerequisite: BUSB 301 Critical Analysis and BUSB 230 Econ. for Business or equivalents.

### **342 International Business. (4).**

Examination of developments within international markets and the effects of the activ-

# School of Business Course Descriptions

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ities of business enterprises. Students study the effects of increasing international linkages on the role and conduct of domestic and international business functions. This course may be substituted by either of the study-abroad programs in Cambridge (INTB 476) or Asia (INTB 477). Prerequisite: BUSB 301 Critical Analysis or equivalent.

## **361 Financial Management. (4).**

Principles of financial planning, control, and analysis of the firm and the role of the financial manager within the firm. Prerequisite: BUSB 145 Mathematical Foundations for Business and BUSB 260 Financial and Managerial Accounting or equivalents.

## **370 Managing Quality and Operations. (4).**

Operations management issues and techniques to analyze problems for organizations that provide services and manufacturing products. Strategic issues and practical applications include productivity, competitiveness, supply chain management, decision making, quality management, process selection, linear programming, transportation models, forecasting, inventory management, enterprise resource planning, project management, and simulation. Prerequisite: BUSB 145 Mathematical Foundations for Business and BUSB 232 Business Statistics or equivalents.

## **433 Spatial Analysis and Database Management. (4).**

Overview of spatial analysis and databases. Focus on how spatial and database systems can be used to facilitate business decision-making. Includes relational data model, relational databases, spatial data, web and Internet databases, and managing databases. Students learn through case studies and lab practice with spatial data. Prerequisite: BUSB 333 Business Information systems or equivalent.

## **481 Strategic Management. (4).**

Develops analytical tools critical to assessing environments, opportunities and threats needed to build and sustain long-term

competitive advantage. Addresses knowledge, skills, and approaches necessary to generate, evaluate, and implement strategic alternatives. Emphasizes interrelationships of various organizational functions. Prerequisite: BUSB 330, 333, 340, 342, 361, 370 or equivalents.

## **485 Capstone: Analysis and Integration in Business and Management. (4).**

Focuses on integrating knowledge and skills acquired during the program and applying them to an organizational analysis. Students develop and present a Capstone Paper that utilizes artifacts created in earlier courses, synthesizes principles and theories from a broad arena of learning, and demonstrates effective skills of critical inquiry. Prerequisite: BUSB 330, 340, 342, 361 or equivalents.

## **BUSINESS ADMINISTRATION (BUAD)**

### **301 Small Business Management. (3).**

Considerations for those involved in small business. Location, legal problems, staffing, financing, marketing, and other topics are analyzed.

### **348 Electronic Commerce and Internet Marketing. (3).**

Discussion of electronic commerce including its components, structure, and technology as well as the application of marketing concepts to e-commerce. Prerequisite: BUSB 340.

### **393 Principles of Personal and Family Finance. (2-3).**

Emphasis on principles of finance and financial planning underlying personal and family finance. Topics include budgeting, installment buying, savings, investments, borrowing, pensions, wills, estates, insurance, home ownership, banking, taxes, and buying on credit.

### **600 Preface to Leadership. (1).**

Introduction to the unique learning community, curriculum, and approach to academics at the University of Redlands School of Busi-

# School of Business Course Descriptions

ness. Develops student capacity for the study of business at an advanced level while initiating student-to-student and student-to-faculty interaction and encouraging students to be active participants in creating a robust learning environment. CN only.

## **610 Contexts for Contemporary Business. (3).**

Writing-intensive introduction to the fundamental political and economic thinking that shapes contemporary business thought and practices. Emphasis on the critical evaluation of classical and contemporary texts in the field of political economy through analytical and argumentative writing. Prerequisite: BUAD 600.

## **620A People Module: A. (3).**

## **620B People Module: B. (3).**

Emphasizes improving managerial and marketing skills to identify, establish, retain, and grow relationships with customers and employees. Focus on creating value for customers, employees, and organizations. Prerequisites for 620A: BUSB 330, BUS 310, or equivalent. Prerequisites for 620B: BUSB 340, BUS 231, or equivalent. Modules taken concurrently.

## **630A Connections Module: A. (3).**

## **630B Connections Module: B. (3).**

Explores ways that information technology and geographic information systems connect people, groups, organizations, information, geographies, and resources to derive value for organizations. Modules taken concurrently.

## **640A Valuation Module: A. (3).**

## **640B Valuation Module: B. (3).**

Examines investments that create sustainable economic value. Students learn financial strategies that optimize shareholder wealth while meeting ethical standards and fulfilling societal responsibilities. This module examines the extent to which the existing financial reporting system meets those goals. It also investigates alternative accounting information models that not only measure financial profits, but also the effect

on human and environmental conditions of an entity's financial undertakings. Prerequisites for 640A: BUSB 260, ACCT 210, ACCT 220, or equivalent. Prerequisites for 640B: BUSB 361, BUS 353, or equivalent. Modules taken concurrently.

## **641 Managerial Economics. (3).**

Application of economic principles to managerial decision-making. Emphasis on markets, consumer demand theory, production and costs, industrial organization, economics of strategy, game theory, decision rights, and the level of empowerment.

## **648 Applied Business Statistics. (3).**

Emphasis on the application of statistical methods for managerial decision-making using spreadsheet-based business cases.

## **652/652W Public Policy and the Firm. (3).**

Evaluation of the source, role, and effect of government policy on business activities. Emphasis on analyzing how political institutions affect decision making and outcomes in specific businesses and markets at both the national and international levels. May not be taken by students who have successfully completed INTB 691. May be substituted by the Cambridge Study Abroad program's INTB 676 or the School of Business' INTB 691.

## **655/655W Global Business. (3).**

Emphasis on the application of the core business functions in an international context and the implications of global issues for business decision makers.

## **659 Managerial Accounting. (3).**

Presents analytical tools necessary for day-to-day financial management of the business enterprise. Emphasis on terms and concepts utilizing mathematical models to reinforce accounting theory.

## **660 Managerial Finance. (3).**

Overview of financial management tools used in analyzing and developing strategies for making business decisions. Topics

# School of Business Course Descriptions

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include analysis of financial statements, forms of organization, financial and risk analysis, capital structure, working capital management, capital investment decisions, mergers and acquisitions, and business failures.

## **670A Responsibilities Module: A. (3).**

## **670B Responsibilities Module: B. (3).**

Studies the essential strategic frameworks and concepts needed for business management. Emphasis is placed on the development of management strategies as well as the ethical, social, and legal responsibilities that shape their implementation. Global and domestic operational contexts examined. Topics include mission identification, performance evaluation, industry and competition analysis, integration and partnerships, organizational change and diversification, corporate social responsibility, the legal and regulatory environment of business, ethical decision making, sustainable enterprise management, and multinational corporate strategies. Modules taken concurrently.

## **680A Resources Module: A. (3).**

## **680B Resources Module: B. (3).**

Integrates the exploration of microeconomics concepts with the tools and techniques of decision analysis to provide frameworks for resolving the resource challenges that managers face in the global marketplace. Prerequisites for 680A: BUSB 230, ECON 250, ECON 251, or equivalent. Prerequisites for 680B: BUSB 370, BUS 369, or equivalent. Modules taken concurrently.

## **683/683W Information and Knowledge Management. (3).**

Survey of information systems principles including the role of information systems in business, computing technology, software, telecommunications, systems analysis and design, managing information systems resources, international and global aspects of information systems, and the strategic role of information systems. Not open to students who have received credit for MGMT 691.

## **687 Legal Issues for Business and Management. (3).**

Students learn how to deal effectively with legal issues in the business environment, domestic as well as global. When managing organizations, managers confront a number of legal dilemmas. Assists learners in identifying legal dilemmas before they become legal problems. Not open to students who have received credit for MGMT 686.

## **690 MBA Culminating Experience (Capstone). (0).**

This student-directed learning experience requires demonstration of multidisciplinary managerial competences and application of program learning objectives to a substantive entrepreneurial, organizational, or societal issue. Prerequisite or corequisite: BUAD 620A, BUAD 620B, BUAD 630A, BUAD 630B, BUAD 640A, BUAD 640B, BUAD 670A, BUAD 670B, BUAD 680A, and BUAD 680B.

## **ENGLISH (ENGB)**

## **102 Composition II: Critical Analysis. (3).**

Methods, strategies, and contexts for developing clear and effective analytical writing. Special attention paid to taking a position, argument development, use of evidence, organization, and style. Not open to students who have received credit for ENGW 201.

## **323 Reading Film. (3).**

Study of the dynamics, theory, and structures of film, exploration of film genres, and analysis of films from various genres, historical periods, and cultures. Prerequisites: BUSB 301 is recommended.

## **326 Contemporary Literary Contexts. (3).**

Study of theories and techniques of critical literary analysis with application to texts from various genres, historical periods, and cultures. Prerequisites: BUSB 301 is recommended.

# School of Business Course Descriptions

## **351 Writing and Work. (3).**

Advanced course focusing on diverse forms of writing in the workplace, including but not limited to reports, proposals, evaluations, and persuasive documents. Special attention paid to collaborative writing settings, presentation strategies, and web design principles.

## **360 Topics in Literature and Film. (1-3).**

Selected intermediate topics in literature and/or film chosen to reflect student interest and instructor availability. May be repeated for degree credit for a maximum of 6 credits, given a different topic.

## **447 Business, Literature, and Film. (3).**

Examination of representations of business, commerce, and related themes in literature and film from various genres, periods, and cultures.

## **449 Literature, Globalism, and Enterprise. (3).**

Study of literature from various genres, periods, and cultures through the twin lenses of globalism and enterprise. Themes may include cultural and economic hegemony; multinational business; post-colonialism; evolving representations of markets, exchange, and power; regionalism; authority and voice; etc.

## **FINANCE (FINC)**

### **661W Financial Markets and Institutions. (3).**

Analysis of the role of money/capital markets and financial institutions in the allocation of capital the economy. Depository and non-depository financial institutions are examined with special attention to the evolution and regulation of such institutions.

### **662W Investment Theory and Analysis. (3).**

Examination of theoretical framework for investments and portfolio analysis. Focuses on development of investment objectives and evaluation of risk-return trade-off leading up

to optimal portfolio selection and management.

### **664W Financial Strategy Capstone. (3).**

Capstone seminar that synthesizes topics from core and Finance Emphasis courses through financial simulation and analysis of corporate strategy relative to mergers and acquisitions, bankruptcy and reorganizations, capital structure, and dividend policy.

## **GEOGRAPHIC INFORMATION SYSTEMS (GISB)**

### **410 The Urban Community: A Spatial Approach. (3).**

Study of the urban community including the topics of city dynamics, metropolitan concepts, neighborhoods, migration, race, ethnicity, gender, poverty, industrial location, edge cities, environment, and urban planning. Spatial analysis is introduced to better understand the city. Several GIS labs on urban processes are included. Prerequisite: BUSB 333 or introductory-level course in Information Systems.

### **690W Geographic Information Systems in Policy and Business. (3).**

Principles of geographic information systems (GIS) as applied to policy and regulatory aspects of business, environmental scanning, and decision support.

### **691W GIS for Marketing. (3).**

Examination of the strategic marketing planning process, with special emphasis on components for which geographic information systems (GIS) can provide valuable decision-making support. Focus on the use of GIS in support of environmental scanning, market segmentation, target marketing, test marketing, distribution, and targeted promotional activities.

### **692W Geographic Analysis of Global Business. (3).**

Evaluation using geographic information systems (GIS) of core business functions in an international context and the implica-

# School of Business Course Descriptions

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tions of global issues for business decision makers.

## **693W GIS and Strategy Implementation. (3).**

Integration of prior coursework using student teams to work with top management of a local company to develop a geographic information systems (GIS) Strategic Design Plan. The outcome is a Strategic GIS plan presented to the firm and a learning journal that reflects how knowledge from the program is applied to the design process.

## **HEALTH SCIENCE (HLSC)**

### **116 The Stress of Living. (3).**

Considers individual lifestyles and stress styles and teaches stress management techniques, including relaxation response, imagery, and self-hypnosis. Appropriate stress management intervention for the individual, group, and organization. Includes experiential and didactic learning experiences.

### **396 Special Studies in Health Science. (1–3).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how each are to be reported and evaluated.

## **HUMANITIES (HUMB)**

### **310 Interpreting Experience. (3).**

Students interpret their experience and that of others to develop written, oral, and critical thinking skills. Integral to the process is creation of a portfolio of experiential learning that can be evaluated for additional college-level credit. Attention paid to interpretation of experience through biography, autobiography, and literature. Not open to students who have received credit for LSHU 310, LSIS 310, or MGTW 310.

## **INFORMATION SYSTEMS (ISYS)**

### **680W IT Infrastructure, Security, Law, and Policy. (3).**

Analyzes information technologies (IT) and infrastructure. Evaluates the relationship between IT and telecommunications regulations, laws, and policies at the state, national, and international levels. Emphasizes security and policy issues such as emerging technologies, Internet, privacy, and wireless. Not open to students who have received credit for TCOM 611 or 614.

### **681W Customer Information Strategies. (3).**

Examines e-Commerce marketing relative to the development and implementation of a comprehensive and integrated marketing strategy. Addresses the Internet as a platform for global interaction with customers and as a means to implement customer information strategies.

### **682W Managing Information Systems Development and Process Change. (3).**

Examines management, environment, and planning of information systems development projects; the systems development life cycle; selecting the best design concepts; and the concepts, methods, and cases of business process change and its relationship to systems.

### **683W Information Systems Strategy Capstone. (3).**

Capstone seminar that employs Information Systems (IS) perspectives in a synthesis core M.B.A. and emphasis coursework. Focus is on the implications of IS issues for business decision makers and the analysis of IS case studies to implement effective responses to challenges using knowledge and methods in information systems and technology. Prerequisite: completion of ISYS 680W, 681W, and 682W; or permission of M.B.A. Program Director.



# School of Business Course Descriptions

## INFORMATION TECHNOLOGY (INFT)

### 600 MSIT Program Orientation. (0).

Introduces students to the MSIT curriculum and the approach to graduate academic engagement offered at the University of Redlands School of Business and its unique learning community. CN only.

### 605 Information Systems Concepts and Decision Support. (3).

Survey of information systems (ISs) principles, including the role of ISs in business, development and management of ISs, the strategic role of ISs in organizations, and the global and ethical aspects of ISs. The course also emphasizes the role of decision support systems (DSS) in organizations.

### 610 Legal, Policy, and Ethical Issues for Technology. (3).

Evaluates laws, regulations, and policies at the state, national, and international levels that relate to information systems/technology. Addresses current and predicted information systems/technology issues. Analyzes intellectual property and ethical issues as they relate to the demands of a rapidly changing information-oriented society. Prerequisites: INFT 600.

### 615 Teams and Interpersonal Communication. (3).

Examines important concepts and skills for participative and productive teamwork. Addresses the importance of effective oral and written communication for working with co-workers and teams. Explores challenges and opportunities of working with culturally diverse and geographically dispersed teams.

### 620 Introduction to Object-Oriented Programming. (3).

Introduces programming with an emphasis on object-oriented programming (OOP) utilized to develop business information systems. Focuses on the fundamentals of programming and conceptual problem-solving approaches by using visual and object-oriented programming techniques.

### 625 Topics in Emerging Technologies and Innovations. (3).

Examines new and promising information technologies to include the processes of technological change and innovations, role of government, assessing new markets, economic and social consequences, and technology scenario planning. Includes student discussions of special topics in a seminar format. Not open to students who have received credit for TCOM 663 Emerging Technologies.

### 630 Global E-Commerce. (3).

Provides a learning environment for the critical analysis of business on the Internet and the concomitant global ramifications. Explores the critical issues and legal challenges introduced by moving to the E-Commerce dimension. Not open to students who have received credit for INTB 676 or 677.

### 635 Information Technology Architecture and Management. (3).

Investigates creative adaptive architecture strategies for successfully implementing enterprise architectures. Requires the student to identify, interpret, and analyze business objectives and organizational issues in order to develop a constructive enterprise information technology and systems strategy that supports the business strategy.

### 640 Systems Analysis and Design. (3).

Presents the principles of systems analysis and design using both traditional and object-oriented methodologies and tools. Students will concentrate on planning, requirements specification, and design.

### 645 Telecommunications and Networks. (3).

Provides an overview of the field including the basic technical concepts of signals and waves, modulation, telephone systems, the telecommunications industry, the public network, local-and wide-area networks, the internet, wireless technologies and services,

# School of Business Course Descriptions

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business applications for telecommunications, and global telecommunications.

## **650 IT Project Management. (3).**

Develops the project management skills needed to define, plan, lead, monitor, and complete projects. Presents an understandable, integrated view of the concepts, skills, tools, and techniques involved in information technology project management by weaving together current theory and practice.

## **655 IT Change Management. (3).**

Examines components of organizational change required to implement information technology solutions and focuses on developing the technical, communication, and managerial skills necessary to manage such organizational change.

## **660 Security Management. (3).**

Evaluates and analyzes the hardware and software security technologies and management techniques necessary to create appropriately secure and effective information systems. Analyzes the legal, political, global, ethical, and privacy environments that impact security and digital liability protection programs.

## **676 Bangalore Study: Global IT Services Marketplace. (3).**

Examination of the global nature of the knowledge and IT services marketplace. Focus is on understanding strategies for organizations to benefit from the global availability of the services.

## **697 IS/IT Strategy Capstone. (3).**

Integrates and synthesizes the MSIT program through research and analysis of a strategic information technology issue in the client company. Requires collection and analysis of primary and secondary data. Students evaluate alternative courses of action and present to company executives recommendations for successful resolution. Prerequisites: INFT 650, 655, and 660.

## **INTERNATIONAL BUSINESS (INTB)**

### **476 Cambridge Study: Trends in Global Business. (4).**

Combination of study and travel aimed at exploring the evolution of business functions in the context of political, social, and economic considerations at the global level. Application of the European Union to illustrate the rationale and challenges posed by global business. Offered in conjunction with the Institute of Political and Economic Studies, Cambridge. May substitute for BUSB 342.

### **477 International Business: Perspectives from Asia. (4).**

Combining preparatory instruction at the University of Redlands with two weeks of overseas seminars and travel, this course explores the global business environment from an Asian perspective. Offered in conjunction with partner universities in Tokyo and Hong Kong. May substitute for BUSB 342.

### **676 Cambridge Study: Challenge of Global Business. (3).**

Examination of the relation between political and economic structures and business activity at the regional and global levels. Focus on the development of regional institutions in the European Union in response to and motivator of the increasing global nature of business. Offered in conjunction with the Institute of Political and Economic Studies, Cambridge. May substitute for BUAD 651.

### **677 International Marketplace: Perspectives from Asia. (3).**

Combining preparatory instruction at the University of Redlands with two weeks of overseas seminars and travel, this course evaluates the characteristics of Asian business activities and their impact on the international marketplace. Offered in conjunction with partner universities in Tokyo and Hong Kong. May substitute for BUAD 651 or 655.

# School of Business Course Descriptions

## **691/691W Global Political Economy. (3).**

Focus on identifying and analyzing national differences in state-economy relations and their effect on business and resource allocation decisions. The transition of economic systems, the manner in which states attempt to manage interdependencies through the use of international organizations, and the challenges posed by MNCs are also covered.

## **692/692W Global Business Strategies. (3).**

Examination of how national and international competition, government interaction, product and technological development, and intra-firm coordination affect the formation and implementation of business objectives, strategy, and structure.

## **693/693W Global Finance. (3).**

Study and application of finance in the global arena. Focus of critical attention on how financial strategies, risk, tools, investments, theories, and institutions work in a global context.

## **694/694W Global Marketing. (3).**

Exploration of and application of marketing concepts to the demands and conditions of the global marketplace. Critical evaluation of the marketing challenges presented by the increased exposure of individuals, businesses, and governments to international market forces.

## **MANAGEMENT (MGMT)**

### **334 Management Simulation. (1–3).**

Advanced applications approach to the study of management. Survey and application of the main aspects of management: communicating, motivating, planning, organizing, leading, controlling, change, and conflict.

### **347 Supervision. (3).**

Study of the worker with emphasis on motivating, communicating, counseling, training, managing time, and evaluating performance. Emphasis on small groups

and individuals rather than the organization and its environment.

### **396 Special Studies: Management. (1-6).**

Reading and research in a special area under faculty direction. Project to include statement of objectives, outline of activities planned, results expected, and how they are to be reported and evaluated.

### **604 Managerial Assessment and Development. (3).**

First course in the Master of Arts in Management program. Students complete an assessment of critical managerial competencies including: (1) personal skills; (2) people management skills, (3) analytic skills, and (4) management knowledge. Students develop a self-directed learning plan to address competencies in the four areas and competencies related to the student's career. Not open to students who have successfully completed MGMT 601. Prerequisite to all other courses in the Masters in Management program. Must be passed with a grade of 2.0 or higher before proceeding on to other courses.

### **610 Contexts for Contemporary Management. (3).**

Writing-intensive introduction to the fundamental history of ideas that shapes contemporary management and practices. Emphasis on the critical evaluation of classical and contemporary texts in the field of management through analytical and argumentative writing.

### **621 Contemporary Ethical Issues in Management. (3).**

Analysis of the history of management to provide a perspective on contemporary and anticipated issues of corporate social responsibility. Ethical and moral questions related to these issues are explored. Examination of ways in which businesses are an open system interacting with local, national, and global communities. Not open to students who have received credit for MGMT 620.

# School of Business Course Descriptions

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## **622 Leadership and Motivation. (3).**

Examination of effective leadership, leadership traits, and motivation and reward of employees in a diverse environment. Topics include merging leadership concepts such as transformational and visionary leadership, stewardship, and leadership integrity.

## **623 Team and Group Dynamics. (3).**

Examination of the benefits of organizational teams and methods for using the skills, experiences, insights, and ideas of team members to enhance organizational performance. Topics include where and how teams work best, and how to enhance team effectiveness.

## **624 Communication and Conflict in Organizations. (3).**

Topics include active listening, assertive communication, the dynamics of conflict, interventions used to manage conflict, costs and benefits of conflict, and styles of conflict management. Focus in improving student communication and conflict management skills, as well as their ability to analyze interpersonal communication and conflict. Not open to students who have received credit for BUAD 692.

## **631 Management and Organization Theory. (3).**

Study of management and organization theory and its application. Topics include organizational structure, ethical leadership, change management, organizational politics, cross-cultural perspectives, multicultural skills, and organizational culture.

## **650 Management Science and Decision Analysis. (3).**

Demonstration of various quantitative methods developed over the years. Provides students with an understanding of the role management science plays in the decision-making process. Topics include linear and integer programming, project management, forecasting, decision theory, inventory control, Markov processes, queuing theory, and simulation.

## **661 Decision Making: Managing Risks, Serving the Customer, Examining the Numbers. (3).**

Provides an introduction to applied decision making using simple mathematical techniques. Topics include cost-revenue models, competitiveness, productivity, forecasting, resource allocation, and project management as they relate to business decisions in a dynamic environment.

## **667 Ethics in Management. (3).**

Examination of the ethical responsibilities of business managers and their organizations. Students become familiar with ethics principles and theories.

## **670 Human Resources Management. (3).**

Study and critical analysis, using case studies, of both theory and practice of the human resource/personnel function in modern complex organizations.

## **674 Human Resources Management. (3).**

Study and critical analysis of theory and practice of the human resource/personnel function in modern, complex, organizations. Includes topics such as personnel policies, workforce diversity, HR practices, employee discipline, health and safety, and collective bargaining. Address of goals of equity, efficiency, and effectiveness in a diverse environment. Not open to students who have received credit for MGMT 670.

## **680/680W Marketing Management. (3).**

Exploration of basic aspects of marketing with emphasis on the customer and the marketing mix. Development of analytical and critical thinking skills through case study. Design and assessment of a basic marketing plan. This course may be substituted for INTB 694W. Not open to students who have received credit for INTB 694.

## **686 Organization Theory. (3).**

Examination of organizations from multiple perspectives. Investigation of four organizational frames: (1) structural, (2) political, (3) symbolic, and (4) systems. Exploration, comparison, and integration of the four

# School of Business Course Descriptions

frames to bring new perspectives to difficult problems and build high-performing, responsive organizations.

## **689 Managing Change and Organizational Learning. (3).**

Examination of components of organizational change and the design of learning organizations that are capable of continuous improvement. Students build the capability for creating and assessing knowledge.

## **690 Strategy. (3).**

Strategy sets a critical direction and guides the allocation of resources to achieve long-term organizational objectives. Examination of the formulation of strategy based on internal strengths and weaknesses as well as external opportunities and threats in the context of changing technology and environment. Not open to students who have completed MGMT 693.

## **697/697W Strategy Capstone. (3).**

Capstone seminar integrating prior coursework within the context of strategy formulation and implementation. Student teams compete in an online business simulation that incorporates and builds analytical and competitive analysis skills. Not open to students who have completed MGMT 690. NU only.

## **699 The Reflective Manager. (2).**

Last course in the Master of Arts in Management program. Students complete a post-assessment of critical managerial competencies including: (1) personal skills, (2) people management skills, (3) analytic skills, and (4) management knowledge. Students evaluate the level of integration from coursework and self-directed study. Examination of how well the competencies were learned. Prerequisite: taken after the eleventh course in the program.

## **SCIENCE (SCIB)**

### **150 Current Issues in Science and Technology. (3).**

Examination of some of the most important technological developments of this century and their impact upon human lives. Examination of the complex relationship between humans, the environment, and technology. Not open to students who have received credit for LSNS 150.

### **201 Natural Sciences Through Living Laboratories. (3).**

Exploration of the principles and methodology of astronomy, marine biology, natural history, and ecology to understand the natural environment. Students will utilize campus-based facilities and field sites throughout Southern California as laboratories. Not open to students who have received credit for LSNS 201.

## **SOCIAL SCIENCE (SOCB)**

### **302 The Personal and Social Impact of Marital Dissolution. (2-3).**

Issues include the environment of the formerly married (divorced, separated, widowed); problems encountered before, during, and after the process of dissolution; single parenthood; common causes of marital difficulties and approaches to their resolution; adjustments of the individual from married to single life; and social forces affecting the lives of the formerly married. Not open to students who have received credit for ISSS 302.

### **304 Death and Bereavement. (2-3).**

Economic, legal, psychological, and historical aspects of the process of the dying person and the survivors; similarities and differences of reactions to death and dying; causes and consequences of suicide; fear of and curiosity about death; and social attitudes concerning death and dying. Not open to students who have received credit for ISSS 304.

# School of Business Course Descriptions

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## **309 The American Family. (3).**

Broad interdisciplinary overview of the variety of situations that we call “the American family.” Designed to allow students to pursue particular interests in this area. Not open to students who have received credit for SOC 309.

## **STATISTICS (STSB)**

### **315W Applied Research for Managers. (3).**

Designed to introduce students to research methodology and the use of statistics in applied managerial research. Emphasis is placed on learning how to collect, interpret, and use research data. Not open to students who have received credit for MGMT 487A.

### **432 Data Mining Techniques and Applications. (3).**

Understanding of data-mining fundamentals and developing the knowledge to use statistical methods, machine-learning algorithms, and other data-mining techniques to harvest decision-making information. Ethics and privacy issues in data-mining practices are addressed. Prerequisite: BUSB 232 or equivalent.

## THE DEAN

Robert Denham

## THE FACULTY

James Appleton

Gene Bennett

Joe Castino

Margo Drallos

Carol Ann Franklin

Nick Halisky

Preston Hampton

Chris Hunt

Jose Lalas

Richard Langford

Suzanne Langford

Ross Mitchell

Marjo Mitsutomi

Ronald Morgan

Bobby Ojose

Keith Osajima

Margaret Solomon

Gary Stiler

Alayne Sullivan

Ann Unterreiner

## INTRODUCTION

Founded in 1924, the School of Education has prepared many leaders in California public and private education. Teachers, counselors, and administrators have selected Redlands for its long tradition of academic

excellence, individual attention, innovative programs for employed adults and its focus on urban education. Students in all programs in the School of Education receive personal attention from outstanding full-time faculty, seasoned adjunct practitioners and experienced field supervisors. The curriculum purposefully blends theory and practices, integrating professional development and personal reflection into each of its programs of study. Technology and the integration of cross-cultural, sensitive methods are woven into all programs, to better serve the needs of school districts, higher education institutions and community agencies.

## MISSION

“Standing for academic excellence and educational justice” is the credo adopted by the School of Education. This credo compliments the School’s highly regarded practice of student-centered teaching and learning to guide each student towards becoming an excellent, compassionate and reflective practitioner-leader. The School’s programs prepare students to embrace learning as a central value in their lives and continuously acquire new knowledge and skills necessary for them to be effective educators throughout their careers. Effectiveness will be demonstrated through our graduates’ success in teaching the diverse population of students in their schools and providing visionary educational leadership in accordance with the core values that define our understanding of teaching and learning as a transformative process.

# School of Education Admissions

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## ADMISSIONS

The School of Education Admissions Office encourages all interested individuals to visit the campus either informally or by appointment. To schedule an appointment, please call (909) 748-8064 or visit our Web site at [www.redlands.edu](http://www.redlands.edu). Prospective applicants receive information describing the school's degree and credential programs, course curriculum, admissions requirements, cost, and financial aid. Admissions counselors and program directors are also available to meet with interested groups hosted by school districts, organizations, businesses, and community agencies.

After meeting application requirements, applicants may be permitted to begin the first course of a program while additional materials are collected and processed. Official admission status must be attained before continuing into the second course.

Students will need access to e-mail and Internet resources for all programs. Access to word processing and other education applications is strongly recommended. Enrolled students have access to campus-based computing resources.

## ADVISING

Upon acceptance into a program, each student is assigned a faculty advisor who assists the student in developing a program designed to meet both State and University requirements and tailored to the student's interests. The faculty director of the program approves each student's course of study. Competencies in the various fields, as specified by professional requirements or state credential laws, must be attested to by faculty as the student progresses in the program.

## PRELIMINARY TEACHER CREDENTIAL

The School of Education offers both the Multiple Subject (elementary) and Single Subject (secondary) Teacher Credential Programs. The programs are accredited by the California Commission on Teacher Credentialing and are aligned with SB 2042 standards. The teacher credential programs

are designed for individuals who have earned their Baccalaureate degrees. For undergraduate credential programs, see the Education segment in the College section of this *Catalog*.

Credential courses are offered during evening hours to accommodate working adults. The program's early field experience will require a few daytime hours to complete. Student teaching is a 14-week, full-time work commitment that occurs at the end of the program.

## Program Application and Admission Requirements for Preliminary Teacher Credential

### Application Requirements

- Completed application form
- Verification of passing CBEST
- Evidence of a Baccalaureate Degree
- Evidence of a 2.75 undergraduate GPA, or approved petition
- Completion of Child Development course or equivalent
- Evidence of 50 hours of observation or work with children
- Initiation of Certificate of Clearance
- Evidence of basic computer skills demonstrated through completion of Technology Competency Assessment
- Evidence of subject matter competency by passing state CSET examination or completion of State approved waiver program—may show evidence of registering for examination for application purposes, but will need to pass examination before student teaching
- For international students, minimum TOEFL score of 550 on the written exam, minimum TOEFL score of 213 on computer version of exam

### Admission Requirements

- All application requirements completed (see above)
- Two official transcripts issued by the Registrar of each institution attended, sent directly to the School of Education
- Two letters of recommendations from professionals



# School of Education Admissions

- Evidence of negative TB test results, within the last two years
- Certificate of Clearance
- Evidence of required technology competence
- Admission approved by the School of Education faculty

## Subject Matter Competency

All teacher credential candidates must demonstrate competency in their specific subject matter area. In the State of California, this requirement can be met by successful completion of one of the alternatives described below.

Multiple Subject (teaching in elementary schools) or Single Subject (teaching single-content areas in middle or high schools) candidates must either:

- 1) Pass state-approved examinations (CSET) in their specific subject matter area, or
- 2) Complete a state-approved single-content subject waiver program.

Before teacher credential candidates are allowed to student teach, competency in related subject matter content areas must be evidenced by either passing the CSET or by having completed at least four-fifths of an approved subject matter competency program. A student who successfully completes a waiver program does not need to pass the state-approved subject competency examinations.

## Admission Requirements for Professional Teacher Credential or Professional Clear Credential

### Admission Requirements

- Completed application form
- Preliminary Teacher Credential
- For 2042 credential holders, involvement in a school district's Teacher Induction Program

## MASTER OF ARTS DEGREES Graduate Application and Admissions Requirements

### Application Requirements

- Completed application form
- Evidence of Baccalaureate degree
- Evidence of a 3.0 undergraduate GPA, or approved petition

### For international applicants:

- TOEFL scores of 550 or higher on the written examination or 213 or higher on the computer-based examination

### For credential applicants only:

- Evidence of passing CBEST
- Initiation of Certificate of Clearance

### Admissions Requirements

- Two official transcripts issued by the Registrar of each institution attended and sent directly to the School of Education
- Essay of 500 words describing personal experience and interests in relationship to the degree program
- Two recommendations from professionals who know the applicant's work
- Faculty review of file and admission approval

### For credential applicant's only:

- California teacher credential or basic service credential for administrative credential required
- If earning credential only, the essay requirement is waived
- Doctorate in Education (Ed.D.)

### Application Requirements

- Completed application form
- Resume or curriculum vita
- Evidence of a master's degree
- One (1) official transcript issued by the Registrar of each institution attended, sent directly to the School of Education
- Writing requirement consisting of two (2) parts:
  - 1) A sample of professional writing (e.g. masters project or thesis, essay, major course paper, policy analysis, curriculum guide, book). There is no minimum or maximum length.

# School of Education Admissions

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2) An essay (1,000 -1,500 words)

addressing the following:

- How does your experience and education prepare you for doctoral work in educational justice?
  - How do you plan to use the knowledge, skills, and dispositions obtained from your doctoral studies to address leadership issues related to educational justice?
- Three (3) letters of recommendation from professionals who know the applicant's work.
  - GRE or MAT scores sent directly to the School of Education

## Admissions Requirements

The admission decision will be based on a holistic review of evidence of the quality of graduate-level work, the professional writing sample, the essay of 1,000 - 1,500 words addressing the writing prompts listed above, three letters of recommendation from professionals who know the applicant's work, experience in an educational profession, and scores on the GRE or MAT. A panel of School of Education faculty will review the materials submitted by the applicant. After this review, potential candidates will be invited for an interview with a different panel of School of Education faculty. Invitations for admission will be based on the successful completion of this process.

## Advising

Upon acceptance into a program, each student is assigned a faculty advisor who assists the student in developing a schedule of courses designed to meet both State and University requirements and tailored to the student's interests. The faculty director of the program approves each student's course of study. Competencies in the various fields, as specified by professional requirements or state credential laws, must be attested to by faculty as the student progresses in the program.

# School of Education Financial Aid

## GENERAL INFORMATION

Financial need is calculated as the difference between the cost of attending college and the expected contribution from students and their families. Financial aid is an award from a scholarship, grant, or loan that will assist in meeting this need.

Every effort has been made to ensure the accuracy of this information at the time of publication. However, due to frequent changes in program regulations mandated by the U.S. Congress, Department of Education, and the State of California, the information contained herein is subject to change without notice.

## Financial Aid Vocabulary

Acronyms and initials are frequently used in discussing financial aid; many appear in this publication. Familiarity with the following terms is helpful when investigating potential financial aid programs:

<b>COA</b>	Cost of Attendance
<b>EFC</b>	Expected Family Contribution
<b>FAFSA</b>	Free Application for Federal Student Aid
<b>FFELP</b>	Federal Family Education Loans Program
<b>PLUS</b>	Parent Loan for Undergraduate Students
<b>GPA</b>	Grade Point Average
<b>IRS</b>	Internal Revenue Service
<b>SEOG</b>	Supplemental Educational Opportunity Grant
<b>SAR</b>	Student Aid Report

## ELIGIBILITY

To receive need-based financial aid, a student must meet each of the following conditions:

1. The applicant must be a United States citizen, a citizen of the Trust Territories, or someone who is in the United States on other than a temporary basis.
2. The applicant must have demonstrated financial need according to the current need-analysis procedure.
3. The applicant must be registered with the Selective Service if the applicant is a male,

at least 18 years old, and not a current member of the active armed forces.

4. The applicant must be accepted for admission to the University of Redlands.
5. The applicant must certify non-participation in the unlawful manufacturing, dispensation, possession, or use of a controlled substance.

## OUTSIDE FUNDING SOURCES

### Veterans Assistance

The University of Redlands has been designated by the Veterans Administration as one of the qualified institutions veterans may attend and receive benefits under the following U.S. Codes:

- Chapter 30, Montgomery G.I. Bill—Active Duty
- Chapter 31, Veterans and Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815)
- Chapter 32, VEAP
- Chapter 35, War Orphans Educational Assistance Act
- Chapter 1606, Montgomery GI Bill—Select Reserve

Veterans and widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the regional office of the Veterans Administration by calling 1-800-827-1000, or contact the Registrar's office, Pam Verosik, at (909) 748-8338.

## LOANS

### Federal Subsidized Stafford Student Loan

This long-term student loan is available from banks, savings and loan associations, and credit unions. No interest is charged nor is repayment required while the borrower is enrolled at least half time. The interest rate is a fixed 6.8 percent for loans borrowed after July 1, 2006. For loans borrowed prior to July 1, 2006 the interest rate is variable with a cap of 8.25 percent.

**Eligibility.** Full-time and half-time students are eligible to apply. Students are

# School of Education Financial Aid

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eligible for this loan if they demonstrate a financial need using standards established by the U.S. Secretary of Education. Eligibility is determined through needs analysis, documented via the FAFSA form. Eligibility is limited to U.S. citizens and qualified non-citizens. Also, the student must be officially admitted and registered in a degree-seeking program before the loan can be certified.

**Loan Limits.** Full-time and half-time graduate students may borrow up to \$8,500 per academic year. Post-baccalaureate students may borrow up to \$5,500 per academic year. The maximum aggregate loan amount for a graduate or professional student is \$65,500. Repayment of principal and interest begins six months after leaving school or if enrollment is less than half time, with up to 10 years for repayment. All loans are assessed a loan origination fee on the amount of the loan. Some guarantors also charge a federal default fee. Stafford applications are mailed from the Financial Aid office when eligibility is determined.

## Unsubsidized Federal Stafford Student Loan

This long-term loan is available from banks, savings and loan associations, and credit unions. The same terms and conditions apply as to Federal Subsidized Stafford Loans, except that the borrower is responsible for the interest that accrues during deferment periods (including time in-school) and during the six-month grace period. The student's options in handling the interest on the loan are:

1. Pay the interest and principal;
2. Pay the interest quarterly and defer the principal; or
3. Defer the interest and principal until the student goes into repayment. (Interest will accrue while the student is enrolled and in the grace period. Interest will be capitalized to the loan when the student goes into repayment.)

Eligibility. Eligibility requirements are the same as for the Federal Subsidized Stafford

Loan. This loan is available to students who do not qualify for Federal Subsidized Stafford Loans. Independent students, and Dependent students, whose parents apply for a PLUS Loan, but are denied, are also eligible to borrow an additional Unsubsidized Stafford Loan for either \$4,000 (Freshmen and Sophomores) or \$5,000 (Juniors and Seniors). The combined total of subsidized and unsubsidized loans, cannot exceed Stafford limits. The maximum combined total per academic year is \$20,500 for graduate students and \$10,500 for post-baccalaureate students.

**Loan Limits.** Full-time and half-time graduate students may borrow up to \$12,000 per academic year. Post-baccalaureate students may borrow up to \$5,000 per academic year. Maximum aggregate loan amounts are: for a dependent undergraduate student, \$23,000; for an independent undergraduate student (or a dependent undergraduate student whose parents do not qualify for the PLUS Loans), \$46,000; for a graduate or professional student, \$138,500.

## Federal Parent PLUS Loan for Undergraduate Students

The Education Amendments of 1980 established the PLUS program to allow parents of dependent, undergraduate students to borrow up to the total cost for the academic year, minus financial aid received.

Repayment is required to begin within 60 days after the last disbursement, and there is no in-school federal interest subsidy on these loans. The current interest rate is a fixed 8.5 percent for loans borrowed after July 1, 2006. For loans borrowed before July 1, 2006 the interest rate is variable with a cap of 9 percent. The monthly minimum payment must be \$50 or an amount that will allow the loan to be paid in full in 10 years, whichever is more. For more information, applications, and a list of participating lenders, parents should contact the Office of Financial Aid.

## Grad PLUS Loan

Graduate students are eligible to borrow the Federal Graduate PLUS Loan (Grad-PLUS). Students may borrow up to the cost of attendance, less any other financial aid received. The Grad-PLUS has a fixed interest rate of 8.5 percent and no aggregate limits. A credit check is required to be eligible for the Grad-PLUS. Students who do not meet the requirements for a Grad-PLUS may still obtain the loan with an endorser who does not meet the credit requirement. Students are encouraged to maximize the borrowing limits on the Federal Stafford Loan before borrowing from the Grad PLUS Loan program.

## NEED-BASED GRANTS

### Federal Pell Grants (Teaching credential only)

This federal grant ranges from \$400 to \$4,310 for a full-time undergraduate student. The award is determined by the amount of the calculated student contribution in relation to the cost of attending the University of Redlands. Grants do not have to be repaid.

**Eligibility.** Full-time and half-time undergraduate students with financial need are eligible. Those eligible generally have a low income and limited assets. Eligibility is determined through needs analysis, documented via the FAFSA form, and is limited to U.S. citizens and qualified non-citizens.

### Cal Grant A or B (Credential only)

California residents who received a Cal Grant as an undergraduate student must submit a G-44 directly to the California Student Aid Commission to receive a 5th year of Cal Grant eligibility. Forms are available in college financial aid offices.

## SATISFACTORY ACADEMIC PROGRESS

All students enrolled in undergraduate degree-completion programs or graduate programs through the School of Education must meet the Satisfactory Academic

Progress set forth by the University of Redlands and the federal government.

Satisfactory academic progress is evaluated on the basis of the number of credits and approved degree requirements, as well as the students' cumulative grade point average (GPA). To receive financial aid at the University of Redlands and maintain satisfactory academic progress, students must meet the following minimum standards at the end of each loan period.

- All students must complete at least 80% of their attempted units each academic year. For example, a student whose program is 22 units for the year must complete at least 18 units to be in compliance with the University's policy. Note: Withdrawals and incompletes count as units attempted but not completed.
- GPA
- Undergraduate students—minimum cumulative GPA of 2.0
- Graduate students—minimum GPA of 3.0

Students who do not meet the above requirements by the end of their first year of study will be placed on financial aid probation. A student will lose eligibility in their third year of study (i.e., third year refers to any additional units necessary and/or required to complete the program) if the units are not made up or the GPA requirement is not met during their second year of study.

The maximum timeframe for completion of the two-year, undergraduate degree completion programs and graduate programs is no more than three years and six months (150% of the actual time). For students who attend less than full time, the maximum timeframe will be prorated accordingly, based on their attendance.

## STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of all financial aid recipients as required by federal and state regulations are outlined below.

# School of Education Financial Aid

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## What students have the right to know:

- The deadlines for submitting an application for each of the available programs.
- How your financial need was determined.
- How much of your financial need has been met.
- What resources were considered in the calculation of your need.
- What financial aid programs are available and their exact requirements.
- How eligibility for financial aid programs is determined, how decisions on eligibility are made, the basis for these decisions, and the procedures for appealing decisions if you believe you have been treated unfairly.
- What portion of your financial aid is a loan, and what portion is a grant. If the aid is a loan, you have the right to know the total amount that must be repaid, the amount of each payment, the interest rate, the length of time you have to repay the loan, and when repayment is to begin.
- What it costs to attend the University of Redlands, and what the University's refund policy requires of the University and of you.
- How the University determines whether you are making satisfactory progress and what happens if you are not.
- What happens if you withdraw or drop out during the year.

## Responsibilities of students:

- You should carefully read all information regarding programs at the University of Redlands.
- You must complete all forms accurately and submit them on time to the correct agency or office.
- You should be careful and accurate in completing your application for student financial aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- You must be aware of and comply with

- the deadlines for application and reapplication for aid.
- You need to maintain good academic standing and make satisfactory progress.
- You are required to report to the Office of Financial Aid if you drop below full-time status.
- You must provide all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or by any agency to which you submitted an application.
- You have to update information concerning name change, address change, withdrawal, or graduation as they occur. Notify the Office of Financial Aid or any agency that has awarded you funds.
- You must accept responsibility for reading, understanding, and keeping copies of all forms that you are asked to sign.
- You must comply with all applicable policies and regulations when you accept financial aid from any source.
- You should keep track of the total amount of your loans as you go through school so that you have accurate knowledge of the total amount you owe when it is time to begin repayment.
- If you have received a Federal Perkins Student Loan or a Federal Stafford Loan from the Office of Financial Aid, you must complete an exit interview as required by federal law before graduating, transferring, or withdrawing from the University of Redlands.
- If you receive additional funds from any source, such as outside scholarships, before or after you receive financial aid from the University, you must report the source and value of the award to the Office of Financial Aid. Receipt of additional funds frequently requires an adjustment to the existing financial aid award to avoid an "overaward" as defined by federal and state regulations.

## Refund Policy

Refunds are calculated from the date of official withdrawal or leave of absence. Students

who withdraw unofficially or at the request of the University are not entitled to any institutional refund for the current semester. A withdrawal or leave of absence is considered official when written notice has been provided to the Registrar's office after consultation with their Academic Advisor. Written withdrawal or leave of absence notification is required to state the intention of the student to discontinue the course(s) in which he or she is registered and their last date of attendance.

The withdrawal will be considered effective as of the last date of attendance or when the student began the official withdrawal process, whichever is later. If a student fails to officially withdraw then the mid-point in the term is used as the last date of attendance.

The refund calculation schedule is outlined in the Tuition and Fees section of this *Catalog*. Once the amount of the refund has been calculated, the Financial Aid office will determine the Title IV refund amounts according to the calculation schedule approved by the U.S. Secretary of Education. Refunds to specific Title IV programs will be made according to current regulations. This information is available in the Financial Aid office.

## APPLICATION PROCEDURES AND DEADLINES

- Complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) prior to the academic year of anticipated entrance.
- All California residents who receive a Cal Grant must submit a GPA verification form prior to the academic year of anticipated entrance.

## UNIFORM CRIME REPORTING

For information regarding compliance with federal regulations on uniform crime reporting, please refer to the Legal Statements section of this *Catalog*.

## DRUG-RELATED CONVICTIONS AND STUDENT INELIGIBILITY

Title IV financial aid eligibility is suspended for students convicted of violating State or Federal drug possession or sale laws.

For drug possession convictions, eligibility is suspended:

- one year for the first offense,
- two years for the second offense, and
- indefinitely for the third offense.

For drug sale convictions, eligibility is suspended:

- two years for the first offense, and
- indefinitely for the second offense.

A student's Title IV financial aid eligibility may be resumed before the end of the ineligibility period if:

- the student satisfactorily completes a drug rehabilitation program which complies with criteria established by the Secretary and such a program includes two unannounced drug tests; or
- the conviction is reversed, set aside, or otherwise removed from the student's record.

## APPEAL PROCESS

Any student wishing to appeal a financial aid decision must do so in writing to the University of Redlands, Office of Financial Aid in Redlands, California.

## INFORMATION AND ASSISTANCE

For further information about financial aid or for assistance in completing any of the application forms, write: Office of Financial Aid, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999; or call Monday through Friday, 8 a.m. to 5:00 p.m., at (909) 748-8047; or [financialaid@redlands.edu](mailto:financialaid@redlands.edu).

# School of Education Tuition and Fees

The following schedules list the principal expenses and regulations concerning the payment of fees for the 2007-2008 academic year. **All expenses are subject to change.** When such changes are made, notice will be given as far in advance as possible.

Fees for the 2008-2009 academic year will be published during summer 2008.

## TUITION, FEES, AND EXPENSES

Numbers in columns indicate dollar amounts.

### Tuition, per credit

#### Education

Preliminary Teaching Credential . . . . .	\$473
M.A., Education/Credential	
Administration . . . . .	575
Counseling . . . . .	575
Curriculum and Instruction . . . . .	575
Higher Education . . . . .	575
Teacher . . . . .	575
Service Credential Program	
Doctorate . . . . .	783
Pupil Personnel Services . . . . .	575
Preliminary Administrative Services .	575
Professional Administrative Services	575
Professional Development, Induction	
Programs	
Master's Level . . . . .	575
Non-Master's Level, per course . . . . .	459

#### Audit or Independent Study, per credit

Audit and Independent Study courses are billed at the current per-credit rate for the degree program in which the course resides.

#### Repeat Courses, per credit

Repeated courses are billed at the student's per-credit program rate, provided he or she is currently enrolled in his or her core program. All other courses will be billed at the current per-credit rate for the degree program in which the course resides.

#### Other Fees

Student Services Fee,  
per course (waived for students starting  
after July, 1, 2004). . . . . \$20

## Cross-registration with Arts & Sciences

Full-time School of Education students may cross-register for one Arts and Sciences course per term as part of their degree program with the approval of their academic advisor, provided the course does not duplicate a School of Education offering. Classes must be at the intermediate or advanced level. Arts and Sciences add requests must be signed by the student's academic advisor and the registrar. Part-time students are subject to the same regulations applicable to full-time students.

## Other Special Costs

Replacement Diploma Fee . . . . . \$50

#### Examination for Credit in Lieu of

    Coursework, per credit . . . . . \$295  
Available only to full-time students who have not previously audited or attended the course.

Late Registration Fee . . . . . \$90

#### Matriculation Fee

(not refundable). . . . . \$150  
Encompasses costs incurred by the University for maintenance of students' permanent records.

#### Degree Completion

Extension Fee . . . . . \$350

When an extension is granted to a student for degree completion, all options for gaining earned and certified credit will remain open to the student during the time of the extension. The extension for degree completion will begin on the date of the student's originally scheduled deadline.

Dissertation Extension Fee . . . . . \$783

If a candidate is unable to complete the dissertation and a successful defense of the dissertation within the last trimester of the doctoral program, a fee equivalent to 1 credit of tuition will be charged for each trimester required to complete the dissertation and defense. The candidate will be required to enroll in EDUC 862 Dissertation Writing



# School of Education Tuition and Fees

Extension for each trimester required for completion of the dissertation and defense. The dissertation extension will be supervised by the candidate's dissertation faculty chair.

## Placement File Fee

Fee includes the establishment of the placement file plus 10 files to be sent in the academic year of establishment (July 1 through June 30).

Students . . . . . \$20

Alumni . . . . . 40

For fees relating to maintenance or modification of files, contact the Student Services Center.

Re-enrollment Fee . . . . . \$40

Thesis Fee . . . . . 50

Transcripts of Records, each copy . . . . . 5

## Methods of Payment

Tuition and fees are billed course-by-course with payment due 45 days from the invoice date. All charges must be paid in full or application must be made to the University's approved tuition installment plan (AMS)\* prior to the tuition due date. All remittances should be made payable to the University of Redlands.

**Students with past due balance on their University account are subject to dismissal from the University. The University will not release transcripts or a diploma until the past due balance is paid in full.**

**Students will not be permitted to pre-register for the next term until the past due balance is paid in full.**

**If the University is required to use third-party collections (i.e., collection agency or attorney) to collect the student account balance due, any future registration may require payment in advance.**

**For information regarding student and parent loan programs, please refer to the appropriate category in the Financial Aid section of this *Catalog*.**

\*For information regarding the tuition installment plan (AMS), please contact the Office of Business and Finance—Student Accounts.

## Policy on Refunds

Refund policies at the University of Redlands are established in compliance with the 1992 amendments to the Higher Education Act of 1965. The University has adopted the Federal refund policy guidelines as its institutional policy. Refund policies are subject to change at any time, according to Federal and State regulations. When such changes are made, notice will be given as far in advance as possible. To obtain a refund or a separate publication outlining examples of refund policy requirements and calculations, please contact the Student Accounts office. Refunds are based on the date of **official** withdrawal.

Students receiving federal Title IV financial aid funding may be eligible for a refund according to the federal refund guidelines. Federal regulations stipulate the allocation of refunds representing federal aid and the repayment requirements for students receiving cash disbursements of federal aid.

## Official Withdrawal

A withdrawal is considered official when written notice has been provided to the Office of the Registrar stating the intention of the student to discontinue the course(s) or program in which he or she is registered or the University administratively withdraws students from courses or programs for non-attendance, financial non-payment, or academic actions. Written withdrawal notification must include the last date of attendance. The withdrawal will be considered effective as of the last date of attendance.

If a student fails to attend the first two sessions of any course, the student may be administratively dropped by the University from the course. If a student is dropped from two courses in sequence or three courses within a twelve-month period, he or she may be administratively withdrawn from the program and will be charged in accordance with the University's Refund Policy.

## Returning Students

Students re-enrolling after withdrawal from the University will be charged current rates

# School of Education Tuition and Fees

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and fees based on the start date of new registration.

## **Noncompliance with Admission Deadlines**

Students who begin coursework and then are denied admission because of failure to complete their admissions files by the end of the first course will be charged in accordance with the University's Refund Policy.

## **Denial of Admission**

Students who are denied admission to a program after beginning their coursework may immediately withdraw, or continue, the current course. Students will be liable for 100% of the course costs for all courses completed. Course costs include per-credit tuition, matriculation fees, and related course fees. Academic credit will be received for all completed courses. A withdrawal is considered official when written notice is provided to the Office of the Registrar stating the student's intention to withdraw.

## **Tuition Liability and Refund Schedule**

A Change of Status form, or a letter of withdrawal must be sent to the Office of the Registrar, to withdraw officially from the program.

The matriculation fee is non-refundable.

## **Allocation of Federal Portion of Refunds**

If a refund is available under federally mandated refund policy guidelines, students will not receive refunds until all funds representing financial aid awards have been returned to the respective financial aid programs as required by federal regulations. The federal portion of the refund will be allocated in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV programs
8. Other federal, state, private, or institutional assistance
9. Student

## **Repayment Policy**

Some students receive financial aid beyond the cost of tuition and fees. In those cases, a student may have requested and received a credit balance refund from their student account. If a student withdraws completely or is disqualified, the student will be expected to repay the calculated refund using the federally mandated refund policy guidelines. Failure to repay funds could cause suspension from future participation in any federal financial aid programs.

# School of Education Graduation Requirements

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## GRADUATE PROGRAMS

Requirements vary among graduate programs. Students should consult the appropriate departmental listing in this Catalog for specific requirements. However, the following regulations pertain to graduate students in all programs at the University of Redlands.

### Credit Obsolescence

No course that has been completed more than six years before the date of graduation shall be counted toward a University of Redlands graduate degree.

### Application for Graduation

Students complete a formal application for diploma thirty days prior to completion of all degree requirements. Applications may be obtained from the student's academic advisor.

### Commencement

The School of Education enrolls students throughout the year and has students completing degrees at various points during the year. Students may commence in the academic year in which they complete their degree requirements if their degree requirements are completed by March 1. An application to participate in commencement must

be completed and postmarked by February 15.

Students enrolled in a degree program with a Schedule of Instruction (SOI) that is completed by August 31 may apply to participate in commencement that year provided there are 3 (or fewer) credits to be completed in addition to the remaining courses in the SOI. Students whose SOIs were completed prior to March 1 and with as many as 6 credits still needed may also apply to participate in commencement. An application must include a reasonable plan for completing the remaining credits by August 31 and should be sent to one's academic advisor, postmarked by February 15.

### Minimum Credit and Curriculum Requirements

The minimum number of credits required varies according to the program. See individual department listings for this information.

Curricula for School of Education graduate degree programs may be subject to change each year. School of Education students should consult the annual supplementary publication.

# School of Education Awards

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## **Alpha Delta Kappa, Outstanding Student Teaching Award**

Presented annually to an undergraduate and/or post-Baccalaureate student pursuing a teacher credential who demonstrates a strong commitment to education and has the potential to become an outstanding educator. Alpha Delta Kappa is an honorary educational organization which promotes educational and charitable projects, sponsors scholarships, and works toward promoting excellence in the teaching profession.

## **Burdett Endowed Scholarship Award**

Presented annually to a post-Baccalaureate Teacher Credential candidate who demonstrates a strong commitment to education and the potential to become an outstanding educator.

## **Educator of the Year**

Presented by the University of Redlands Alumni Association to a University graduate whose career exemplifies excellence in service and commitment to education through teaching, counseling, or administration.

## **Gordon Atkins Award**

Presented to the Master's candidate judged by graduate faculty to have demonstrated the most outstanding academic and professional development at the completion of his or her program.

## **Iola Threatt Elementary Teaching Award**

Presented annually to an undergraduate or post-Baccalaureate candidate in a multiple subject teacher credential program who possesses the qualities of creativity, conscientiousness, insight, perception, and commitment to teaching.

## **Stanley Combs Secondary Teaching Award**

Presented annually to an undergraduate or post-Baccalaureate candidate in a single subject teacher credential program who best exemplifies the moral and spiritual qualities, poise, humility, and professional attitude characteristic of a good teacher.

# School of Education Programs of Study

## PROGRAMS

Each teacher and service credential is accredited by the California Commission on Teacher Credentialing (CCTC). The teacher credentials are aligned with California SB 2042 standards. The pupil personnel services and the administrative services credentials also meet current state mandates. Master's programs and the doctoral program are accredited through the Western Association of Schools and Colleges (WASC).

### Teacher Credential Programs (SB 2042)

- Preliminary Multiple Subject, elementary
- Preliminary Single Subject, secondary
- Preliminary Internship Option
- Professional Teacher Credential, Teacher Induction
- Professional Clear Credential (Ryan)

### Master of Arts in Education Degrees

#### Curriculum and Instruction

- with Teacher Induction
- with Language and Culture
- with Reading/Language Arts

#### Educational Administration

- with California Services Credential
- with Internship

#### School Counseling

- with California Services Credential
- without credential

#### Higher Education

#### Service Credential Programs

- Pupil Personnel Services Credential
- Preliminary Administrative Services Credential
- Professional Administrative Services Credential

#### Professional Development Programs

- Teacher Induction Courses

- Professional Development Courses
- Doctorate in Leadership for Educational Justice (Ed.D.)

## PRELIMINARY TEACHER CREDENTIAL PROGRAMS

### Teacher Credential Coursework and Field Experience

The coursework and the field experience segments of the Preliminary Teacher Credential are delivered in a prescribed sequence. An educational foundation course is followed by four methods-related courses. These methods courses are accompanied by two early field experiences in the public school system and the first two task-segments of the Teaching Performance Assessment (TPA), a state-mandated interactive examination that must be passed prior to recommendation for a credential. When candidates demonstrate the required program competencies including all prerequisites, content and pedagogy coursework with a 3.0 or higher grade point average, and successful completion of the first two TPA tasks, they may begin their student teaching placements and the culminating seminar course. Throughout this portion of the program's sequence, the final two task-segments of the TPA are completed and evaluated. The use of educational technology is incorporated in all courses, field experiences and TPA segments, as are the theory and skills needed to effectively teach English Learners and diverse student populations enrolled in today's classroom.

### Required Courses for Multiple Subject Teacher Credential

- EDUC 501, Educational Foundations
- EDUC 503, Multiple Subject Curriculum and Methods I (Math and Science)
- EDUC 500A, Multiple Subject Fieldwork Clinic I
- EDUC 505, Multiple Subject Literacy and Language I
- EDUC 507, Multiple Subject Curriculum and Methods II

# School of Education Programs of Study

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- EDUC 500B, Multiple Subject Fieldwork Clinic II
- EDUC 509, Multiple Subject Literacy and Language II  
**and Student Teaching**
- EDUC 553A, Student Teaching I
- EDUC 553B, Student Teaching II
- EDUC 552, Teaching Seminar  
**or Internship**
- EDUC 554, Internship
- EDUC 552, Teaching Seminar

## Required Courses for Single Subject Teacher Credential

- EDUC 501, Educational Foundations
- EDUC 502, Teaching and Learning in Secondary Schools
- EDUC 500C, Single Subject Fieldwork Clinic I
- EDUC 504, Single Subject Literacy and Language
- EDUC 506, Single Subject Content Teaching
- EDUG 500D, Single Subject Fieldwork Clinic II
- EDUC 508, Single Subject Content Area Literacy  
**and Student Teaching**
- EDUC 553A, Student Teaching I
- EDUC 553B, Student Teaching II
- EDUC 552, Teaching Seminar  
**or Internship**
- EDUC 554, Internship
- EDUC 552, Teaching Seminar

## PROFESSIONAL TEACHER CREDENTIAL

Within five years of receiving a Preliminary Teacher Credential, the State requires teachers to complete the requirements for a Professional Teacher Credential. This is usually accomplished in the first two years of teaching through the school district's Teacher Induction Program. The State of California has outlined the necessary components and standards of Teacher Induction, and each district has its program approved by the California Commission on Teacher Credentialing (CCTC). The School of Education partners with several school

districts and the county consortium to offer the required components of the Teacher Induction Standards. University-sponsored induction courses may be offered in a Professional Development format where the CCTC requirements are met, or offered in a Master's degree format where the credits earned may be applied to a Master of Arts in Education: Curriculum and Instruction degree program.

## Course Requirements

- EDUC 520X/620 Experiences with Exceptional Children and Youth
- EDUC 527X/627 Health Education
- EDUC 588X/688 Integrating Technology and Learning in K-12 Classrooms
- EDUC 649 Teaching English Learners

## MASTER OF ARTS DEGREES AND SERVICE CREDENTIALS

The School of Education offers four main areas of study for a Master of Arts in Education degree: Curriculum and Instruction, Educational Administration, Counseling, and Higher Education. The requirements of a California teacher or service credential may be incorporated into degree programs. In addition, degrees may be earned without credentials, as in the Educational Administration Master's or a Master's in Counseling. For those already holding Master's degrees, a pupil personnel services or both preliminary and professional levels of the administrative service credential may be earned in credential-only programs. All degree programs are accredited by the Western Association Schools and Colleges (WASC), and all credential programs are accredited by the California Commission on Teacher Credentialing (CCTC).

There are three program starts each year: September, January, and May. Classes are scheduled in the evening to accommodate working adults. Courses are taught by full-time faculty and adjunct practitioners. Students also have Internet access to course content, classmates and faculty through Blackboard, a software program that facili-

# School of Education Programs of Study

tates on-line discussions and information exchange.

Each Master's program is based on a foundation of four common graduate courses. These "core courses" provide the basic knowledge and skills to perform graduate level research, assessment, evaluation, writing, and personal and professional reflection, as well as pluralism. In addition to these core courses, each program has requirements specific to its discipline and tailored to meet student needs and interests.

All Master's candidates complete a portfolio and have an exit interview at the completion of their programs.

## MASTER OF ARTS: CURRICULUM AND INSTRUCTION

The Curriculum and Instruction program is designed for classroom teachers and education professionals who desire to enhance their teaching effectiveness and knowledge of issues related to meaningful and relevant curriculum. In all three options, students take the four core courses listed below and select the option which best fits their career goals. In addition to the core courses and the four courses required in the selected option, students choose four elective courses with the advice of the program director to complete the 36 required credits. Students who have completed their teaching credential at the University of Redlands as post-baccalaureate students may use four of these courses, not including student teaching, as their electives.

### The following Core Courses are required of all Curriculum and Instruction students:

- EDUC 600 Reflective Educator (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research & Evaluation (3)
- EDUC 637 Master's Seminar (3)

### Language and Culture Option required courses

- EDUC 645 Introduction to Linguistics for Educators (3)
- EDUC 646 Diversity and Inclusion (3)

- EDUC 647 Perspectives in Second Language Acquisition (3)
- EDUC 649 Teaching English Learners (3)

### Elective Courses

Twelve additional credits to be selected in consultation with the program director.

### Professional Clear Option required courses

- EDUC 627 Health Education (3)
- EDUC 620 Experiences with Exceptional Children and Youth (3)
- EDUC 688 Integrating Technology and Learning in K-12 (3)
- EDUC 649 Teaching English Learners (3)

### Elective Courses

Twelve additional credits to be selected in consultation with the program director.

### Reading/Language Arts Option required courses

- EDUC 630 Development of Phonological and Orthographic Knowledge (3)
- EDUC 638 Advanced Studies in Literacy: Research, Theory and Practice (3)
- EDUC 639 Assessment in Reading and Writing (3)
- EDUC 642 Practicum in Literacy Assessment and Instruction (3)
- EDUC 650 Understanding Issues in Literacy Assessment and Evaluation (3)

### Elective Courses

Nine additional credits to be selected in consultation with the program director.

## MASTER OF ARTS: EDUCATIONAL ADMINISTRATION

The Educational Administration program provides theoretical and practical coursework in school leadership. It is designed to develop school administration leaders in

# School of Education Programs of Study

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both the public and private sectors of education.

Students may combine the Master's degree and the Preliminary Administrative Services Credential, earn a Master's degree only, or complete an Administrative Services Credential at either the preliminary or professional level. Credential candidates who have been recommended for an administrative appointment in a district may be eligible for an administrative internship.

Credential candidates must possess a basic teacher or service credential and have passed the California Basic Educational Skills Test. Candidates must apply for a Certificate of Clearance when they initially enroll in the program. Prior coursework will be evaluated for equivalency.

The Master's degree consists of 36 credits: 12 credits of the core graduate courses and 24 credits of courses relating to the program, credential requirements, and student interests.

## Master of Arts with Preliminary Administrative Services Credential

To receive the Master of Arts degree along with the Preliminary Administrative Services Credential, candidates must complete the four core graduate courses and all of the courses and requirements of the Preliminary Administrative Services Credential.

### Core Graduate Courses

- EDUC 600 Reflective Education (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

## Preliminary Administrative Services Credential

In order to become an administrator in California K-12 public schools, candidates need to gain the competencies and meet the standards required by the California Commission on Teacher Credentialing (CCTC). The following courses are approved by the CCTC to attain a Preliminary

Administrative Services Credential or a Certificate of Eligibility.

- EDUC 601 Interpersonal Relationships (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 670 Program Administration and Management (3)
- EDUC 671 Leadership (3)
- EDUC 673 School Finance (3)
- EDUC 674 School Politics and Law (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 676 School Personnel Management (3)
- EDUC 678 Practicum: Fieldwork in Administration (3). Candidates employed as administrative interns enroll in EDUC 679, Preliminary Administrative Internship Practicum (1-3).

Additionally, in order to receive the credential when coursework is completed, a candidate must have worked under the authority of a basic teacher or service credential for three years and must successfully complete an exit interview facilitated by faculty members.

## Professional Administrative Services Credential

The Professional Administrative Services Credential program assists current school administrators in developing their professional skills and competencies through several options of study approved and supported by a mentor, their employer, and the director of the Educational Administration program. Candidates currently employed as school administrators whose positions require the Preliminary Administrative Services Credential first enroll in an Academic Plan Development course where an individually designed program is written and approved. Each academic plan consists of 12 credits of required post-graduate coursework and 120 hours of approved professional development and coursework. The academic plan must address the principles of administrative practice in five thematic areas required by CCTC: organizational and cultural environment, dynamics of strategic issues manage-



# School of Education Programs of Study

ment, ethical and reflective leadership, analysis and development of public policy, management of information systems, and human and fiscal resources. At the end of the program, the candidate must successfully complete an exit assessment course.

- EDUC 720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring (2)
- EDUC 722 Learning and Leadership (3)
- EDUC 723 Communication in an Environment of Diversity (3)
- EDUC 724 Organizational Systems in Education (3)
- EDUC 725 Resource Management in Schools (3).
- 120 hours of approved professional development and coursework
- EDUC 726 Professional Administrative Services Credential Assessment: Exit (2)

## MASTER OF ARTS: COUNSELING

The Counseling program involves training in counseling, consultation, and helping relationships. The program provides general counseling preparation for public and private school service as well as other counseling positions outside the school setting. Coursework meets all standards required for a California Pupil Personnel Services (PPS) Credential.

In the School Counseling program, students may combine the degree and credential, earn a Master's degree only, or obtain a Pupil Personnel Services Credential, provided they already have a Master's degree. The Master's degree consists of 48 credits plus 600 documented fieldwork hours beyond the classroom. Twelve of the 48 credits are the core graduate courses and the remaining 36 credits are counseling-based and required for the PPS credential. Those with Master's degrees who are earning the PPS Credential only usually have a credit requirement which ranges from 15 to 24, depending on the type of Master's degree the student has already earned. The 600 fieldwork hours are required for each option, and credential

candidates must ensure that at least two-thirds of their fieldwork hours are completed in K-12 school settings.

Although a California teacher credential is not required for the PPS Credential, successful completion of the California Basic Educational Skills Test (CBEST) is a prerequisite to enter the program. Also, candidates for the PPS program must apply for a Certificate of Clearance and need evidence of a negative TB test dated within the past two years when they initially enroll in the program. Additionally, students must pass a comprehensive written exam and oral exit interview at the end of the program.

## Master of Arts: Counseling with Pupil Personnel Services Credential

To obtain the Master's degree along with the Pupil Personnel Services (PPS) Credential, candidates must take the four core graduate courses and all courses listed for the PPS credential.

### Core Graduate Courses

- EDUC 600 The Reflective Educator (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

## Pupil Personnel Services Credential (PPS)

Applicants who already have a Master's degree in a counseling-related field and who wish to receive a PPS Credential, must complete the following CCTC approved courses. Some of these courses may be waived by the Director of School Counseling if already taken and transcribed in an approved Master's degree.

- EDUC 601 Interpersonal Relationships (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 651 Group Counseling and Consultation (3)
- EDUC 653 Techniques of Counseling and Consultation (3)
- EDUC 654 Information Services and Career Counseling (3)
- EDUC 655 Counseling Systems (3)

# School of Education Programs of Study

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- EDUC 657A Practicum: Fieldwork in Counseling (3)
- EDUC 657B Practicum: Fieldwork in Counseling (1)—must be taken three times for a total of 3 credits
- EDUC 659 Learning Theory and Student Assessment (3)
- EDUC 670 Program Administration and Management (3)
- EDUC 674 School Politics and Law (3)
- EDUC 675 Curriculum and Program Development (3)
- EDUC 680 Human Development Across the Lifespan (3)

## MASTER OF ARTS: HIGHER EDUCATION

The Higher Education Master's program is designed for persons pursuing careers in colleges and universities. The curriculum emphasizes the application of theory to practice in the areas of student development, college student affairs, administration, and leadership. In addition, the program addresses historical perspectives and current issues related to legal, management, and research aspects of higher education.

### Core Graduate Courses

- EDUC 600 The Reflective Educator (3)
- EDUC 602 Pluralism in Education (3)
- EDUC 603 Research and Evaluation (3)
- EDUC 637 Master's Seminar (3)

### Required Program Courses

- EDUC 607 Higher Education in the United States (3)
- EDUC 608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning (3)
- EDUC 609 Higher Education Law (3)
- EDUC 614 Organization Theory and Management in Higher Education (3)
- EDUC 624 Introduction to College Student Affairs (3)

### Higher Education Elective Courses

Each candidate plans an additional 9 credits of course work in consultation with the program director.

## DOCTORATE IN LEADERSHIP FOR EDUCATIONAL JUSTICE

The Doctorate in Leadership for Educational Justice (Ed.D.) is a nationally unique program that engages up to 20 students per cohort in rigorous study, debate, research and practice. Our driving mission is to produce scholarly practitioners who are sought for leadership roles in schools, districts, agencies and public service as well as faculty positions in institutions of higher education. The program's emphasis on *educational justice* sets it apart from other doctoral programs. The tenet that preK-12 students from all backgrounds should have access to high-quality instruction, resources and other educational opportunities guides this program. Candidates are consistently encouraged to analyze, debate—and develop productive strategies in response to—the principles, challenges and opportunities of equity and educational justice.

The graduates of the Doctorate in Leadership for Educational Justice:

- Acquire and demonstrate leadership in educational policy planning, school governance, school finance, legal and ethical practices, and school management for equitable educational outcomes
- Provide leadership that is informed by critical pedagogy in designing, implementing and evaluating curriculum and instruction to support academic achievement in K-12 settings as well as gain teaching experience at institutions of higher education.
- Conduct research and engage in applied projects with practicing educational leaders in the field by addressing current issues in diverse contexts
- Master theoretical perspectives for the concrete skills required for success as an administrator, educator, researcher or counselor

The program comprises 60 semester credits of advanced graduate work. 12 credits of approved graduate work may be transferred into the program from other regionally accredited institutions or accepted from masters or higher-level work taken at the University of Redlands. The required

# School of Education Programs of Study

program consists of 48 semester credits to be taken over three years of three trimesters (September through December, January through March, and April through July). The program begins with a four-day Educational Justice Institute that focuses on current issues and offers students an opportunity to engage with international experts. This institute, offered each summer, brings together all doctoral students. Each cohort group shares common experiences as well as focuses on particular areas of study during each of the three summer institutes.

The first year of the doctoral program lays a foundation for the study of educational justice in the context of theory, leadership, and policy and builds skills in inquiry and the critical examination of practice. Year two continues to build on the foundation of understanding and applies it to the practice of educational leaders in various settings. During the second year students will develop their dissertation proposals and prepare for comprehensive examinations that must be passed before advancement to candidacy. The third year will focus on the primary research and writing of the dissertation under the guidance of the candidate's faculty chair and dissertation committee. Candidates will also have the opportunity to apply their knowledge of critical pedagogy by developing and teaching a course or creating professional development opportunities.

## Required program course

### Year One (21 credits)

- EDUC 830 Social Justice Theories and Issues in Educational Leadership (3)
- EDUC 840 Educational Inquiry (3)
- EDUC 850A Research to Practice Seminar I (1)
- EDUC 831 Legal and Ethical Issues in Educational Leadership (3)
- EDUC 841 Quantitative Research Methods I (3)
- EDUC 850B Research to Practice Seminar (1)
- EDUC 832 Educational Policy: A Multiple Perspectives Approach (3)
- EDUC 842 Qualitative Research Methods (3)
- EDUC 850C Research to Practice Seminar I (1)

### Year Two (15 credits)

- EDUC 860 Dissertation Development and Proposal Writing (3)
- EDUC 833 Education Finance and Budgeting (3)
- EDUC 851A Research to Practice Seminar II (1)
- EDUC 834 Using Technology to Create and Manage Equitable Learning Environments (3)
- EDUC 851B Research to Practice Seminar II (1)
- EDUC 835 Critical Theory and the Application of Critical Pedagogy (3)
- EDUC 851C Research to Practice Seminar II (1)

### Year Three (12 credits)

- EDUC 836 Practicum in Professional Development for Multiple Settings (3)
- EDUC 861 Dissertation Writing (3, 3, 3)

## NUMBERING SYSTEM

500–599	Continuing education courses not otherwise offered at undergraduate or graduate levels
600–699	Graduate level
700–799	Post-graduate credential courses not otherwise offered as graduate courses
800–899	Doctoral courses
500X-599X	Continuing education courses not applicable to a degree

## DEFINITION OF ACADEMIC CREDIT

One semester credit is awarded for the amount of work an average student would accomplish in a minimum of 40 hours (undergraduate) and 45 hours (graduate), including the hours spent in the laboratory or classroom.

# School of Education Programs of Study

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## EXPLANATION OF COURSE MARKINGS

### Course numbers

- Separated by a comma can be scheduled in any sequence;
- Separated by a hyphen must be taken in sequence as the first is a prerequisite for the one following; and
- Separated by a slash indicate that undergraduate and graduate courses are offered together. Undergraduates register for the courses numbers 001-499, while graduates register for the 500- or 600-level courses.

# School of Education Course Descriptions

## EDUCATION (EDUC)

The courses listed here are credential or graduate-level courses for those holding a Baccalaureate degree. Undergraduate education courses are listed in the Education section under the College of Arts and Sciences in this *Catalog*.

### 500A Multiple Subject Fieldwork Clinic I. (1).

Candidates will observe elementary classrooms, focusing specifically on the teaching of math and science. Science and math content, standards, and strategies will be explored in students' assignments and reflective reports. Candidates will also familiarize themselves with elementary reading programs in multicultural schools and issues related to English Language Learners. Equivalent to EDUG 400A. Prerequisite: EDUC 501 and permission from the School of Education. CN only.

### 500B Multiple Subject Fieldwork Clinic II. (1).

Candidates observe elementary classrooms, focusing specifically on the teaching of social studies, language arts, and physical education. Content area standards and teaching strategies are explored. Candidates will familiarize themselves with school-related activities and responsibilities of a professional educator. Special needs and struggling readers will be emphasized. Equivalent to EDUG 400B. Prerequisite: EDUC 501 and permission from the School of Education. CN only.

### 500C Single Subject Fieldwork Clinic I. (1).

Candidates observe a wide range of courses as well as extra-curricular activities in middle school and/or high school classrooms, focusing specifically upon the scope of secondary teaching. Candidates familiarize themselves with content area resources and the duties of secondary teachers in California's multicultural schools, including the particular issues related to English Language Learners. Equivalent to EDUG

400C. Prerequisite: EDUC 501 and permission from the School of Education. CN only.

### 500D Single Subject Fieldwork Clinic II. (1).

Candidates will observe courses in their own content area in middle school and/or high school classrooms. The focus will be on understanding content area standards and effective teaching strategies, including learning to adapt lessons for students with diverse needs. Candidates will familiarize themselves with the issues related to special needs children and the resources that are available for them. Equivalent to EDUG 400D. Prerequisite: EDUC 501 and permission from the School of Education. CN only.

### 501 Educational Foundations. (3).

Introduction to the field of education; its history, philosophy, socio-cultural context, diversity, pedagogy, educational psychology, legal issues, and educational reform. Integrates traditional educational thinking with culturally relevant perspectives, and current research practices. Field experiences required with observations and reflections. Equivalent to EDUG 401. Prerequisite: permission to enroll in Teacher Credential courses from the School of Education.

### 502 Teaching and Learning in Secondary Schools. (3).

Introduction to adolescent development, curriculum instructional methods, assessment, and diagnostic strategies pertaining to secondary schools. Focus includes teaching and assessment methodology, including methodologies of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Field experience required. Equivalent to EDUG 402. Prerequisite: EDUC 501 and permission from the School of Education.

### 503 Multiple Subject Curriculum and Methods I. (3).

Elementary math and science teaching strategies and curriculum. Integrates health, physical education, visual arts, and music. Teaching informed by California K-12

# School of Education Course Descriptions

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content standards and frameworks, with a focus on assessment and ELD/SDAIE strategies. Experiences with hands-on, computer-based inquiry lesson development. Field experience required. Equivalent to EDUG 403. Prerequisite: EDUC 501 and permission from the School of Education.

## **504 Single Subject Literacy and Language. (3).**

Develops understanding of the theoretical frameworks and processes involved in secondary literacy instruction. Fundamentals of language-acquisition theory, including basic concepts in linguistics, will be covered. Focuses on content-based literacy instruction. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Equivalent to EDUG 404. Prerequisite: EDUC 501 and permission from the School of Education.

## **505 Multiple Subject Literacy and Language I. (3).**

Develops understanding of theoretical frameworks and processes in elementary literacy instruction. Fundamentals of language-acquisition theory, including linguistic concepts, will be covered. Focuses on emerging literacy-instruction strategies for English learners and English speakers. Provides an introduction to systematic, explicit, and meaningfully-applied instruction in reading, writing, and related language skills. Field experience required. Equivalent to EDUG 405. Prerequisite: EDUC 501 and permission from the School of Education.

## **506 Single Subject Content Teaching. (3).**

Development of methodology and strategies related to curriculum and instructional methods, assessment, and diagnostic strategies, pertaining to the content areas in secondary schools. Focus includes teaching and assessment methodology, including advanced teaching methodology Cognitive Academic

Language Learning Approach (CALLA). Field experience required. Equivalent to EDUG 406. Prerequisite: EDUC 501 and permission from the School of Education.

## **507 Multiple Subject Curriculum and Methods II. (3).**

Elements of curriculum design, assessment, and classroom management. Emphasis on the integration of language arts, social studies, physical education, performing arts, and health with math and science. Includes content standards, frameworks, and ELD/SDAIE strategies. Field experience required. Equivalent to EDUG 407. Prerequisite: EDUC 501 and permission from the School of Education.

## **508 Single Subject Content Area Literacy. (3).**

Develops understanding of theoretical frameworks and processes in secondary-literacy instruction. Focuses on literacy development in the content areas. Candidates develop strategies to promote the reading-writing connection. Discussion focuses on explicit strategies and methods for guiding and developing the content-based reading and writing abilities of all students. Field experience required. Equivalent to EDUG 408. Prerequisite: EDUC 501 and permission from the School of Education.

## **509 Multiple Subject Literacy and Language II. (3).**

Enhances understanding of the theoretical framework and processes involved in elementary-literacy instruction. Focuses on effective practices to promote literacy skills among students of diverse cultures, languages, gender, ethnicity, and children with special needs. Introduces elementary curriculum, and addresses early diagnostic and intervention techniques. Field experience required. Equivalent to EDUG 409. Prerequisite: EDUC 501 and permission from the School of Education.

# School of Education Course Descriptions

## **511 Introduction to Second Language. (3).**

For teachers and prospective teachers seeking the teaching credential with CLAD emphasis. Theories and research on language learning, language structure, and factors in first- and second-language development are studied. Examination of effective teaching strategies that empower teachers while teaching second-language learners.

## **515 Teaching Diverse Student Populations in U.S. Schools. (3).**

Examination of issues of diversity and multiculturalism in public schools. Focus on how diverse backgrounds and experiences of students and teachers impact classroom relations. Theoretical perspectives on individual, cultural, and institutional bias in education are examined. Practical strategies to address issues of diversity are explored.

## **516 Spanish for Educators. (3).**

A continuing development of vocabulary, structures, and speaking/reading/writing strategies essential to basic language use. Situation-based practice in asking and answering questions; identifying, comparing, and describing people and things; expressing feelings, wants, and needs; and discussing plans. Some practice in narration of present, past, and future events, and also in expressing opinions. Prerequisite: transcribed one year of Spanish.

## **520X Experiences with Exceptional Children and Youth. (3).**

Experience with exceptional children and youth, emphasizing assessment, diagnosis, prescription, curriculum materials, and teaching strategies. Meets CCTC special education requirements for Clear Credential and Teacher Induction Standards.

## **527X Health Education. (3).**

Promotes understanding of the many topics of health and wellness in today's society and their importance in the development of curriculum and teaching methods for sound classroom practices. Meets CCTC health

education requirements for Clear Credential and Teacher Induction Standards.

## **528X Teaching Curriculum to All Students in California Schools. (4).**

Improves teachers' ability to reflect and apply California Standards for the Teaching Profession. Requires demonstration of knowledge and ability to teach state-adopted academic content standards and addressing students' differing performance levels. Prerequisite: involvement in a school district Teacher Induction Program.

## **531 Child Development. (3).**

Cognitive, social, and linguistic development of children from birth through adolescence. Various learning theories and their implication for the timing of instruction. Developmental implications for teaching the whole child. Equivalent to EDUG 331.

## **534 The Teaching of Reading: K-12. (3).**

Field and related course experiences address all levels in the public school. Principles of reading, reading-readiness factors, developmental reading, phonemic awareness, phonics instruction, reading in content areas, and remedial reading are included. Prerequisite: permission from the School of Education.

## **549X Teaching English Learners. (3).**

This course is an advanced study of teaching English learners. It deepens and broadens the second language development knowledge, skills and abilities acquired during the professional teacher preparation program. Candidates acquire specialized skills designed to meet the instructional needs of English learners. Meets the Professional Clear Credential Requirement.

## **552 Teaching Seminar. (3).**

Culmination of the Teacher Credential Program. Consists of a series of topics designed to further develop candidates' professional preparation. Serves also as a summary of course and field experience. Provides time for candidates to link theory to daily practice and prepares them for seeking

# School of Education Course Descriptions

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a position in a school district. Equivalent to EDUG 452. Prerequisite: permission from the School of Education.

## **553A Student Teaching I. (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for seven weeks, constituting a full-time job. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences. Equivalent to EDUG 453A. Prerequisite: Permission from the School of Education. Corequisite: EDUC 552 Teaching Seminar.

## **553B Student Teaching II. (5).**

Supervised classroom experiences in Pre-K through grade 12. Full-day student teaching required for seven weeks, constituting a full-time job. Credit for both EDUC 553A and 553B precedes recommendation for a multiple or single subject credential. Student teaching placements are arranged prior to student teaching by the Director of Field Experiences. Equivalent to EDUG 453B. Prerequisite: Permission from the School of Education. Corequisite: must be taken with the second half of EDUC 552 Teaching Seminar.

## **554 Internship. (13).**

The Internship Program is an eighteen-week placement, supervised weekly in a public school classroom. Open for application to those who have earned a Bachelor's degree and have passed both the CBEST and the applicable CSET, MSAT, PRAXIS, SSAT or an approved waiver program. Prerequisite: permission from the School of Education. Corequisite: EDUC 552.

## **562 Educator's Workshop. (1-4).**

Designed to reflect curriculum trends and issues in education, while current and topical.

## **564 Methods for Multilingual, Multicultural Students. (3).**

Theories and methodologies of English development in the content areas for K-12 schools. Topics include the role of primary

language, theories of ELD and SDAIE strategies, assessment, and program models. Student teachers discuss personal experiences in classroom management, education law, and development of a professional portfolio.

## **565 Fieldwork in Evaluation of Multilingual, Multicultural Education. (3).**

Theory and practice of effective first and second language assessment. Emphasis on California mandated instruments and guidelines for language assessment of students who are acquiring English. Authentic and alternative assessment methods and recommendations incorporated. Twelve hours of fieldwork are part of the course contract hours. Prerequisites: EDUC 511 and a California teaching credential.

## **588X Integrating Technology and Learning in K-12 Classrooms. (3).**

Designed for current K-12 teachers to enhance their technology integration skills when designing curriculum and instruction; to increase productivity, communication, research, and learning in response to the differing needs of their diverse student population. Meets the CCTC Level II requirements for Professional Clear Credential and Teacher Induction Standards. Prerequisite: EDUC 589 or equivalence.

## **589 Technology for Educators. (3).**

Prepares K-12 teacher candidates to become critical users of technology and media to evaluate information, improve communication, analyze and solve problems, and to enhance student learning with knowledge of their students' learning styles, socio-economic background, culture, ethnicity, or geographic location. Meets the CCTC Level I requirement.

## **600 Reflective Educator. (3).**

Serves as the introductory course for all education master's programs. Topics include foundations of education, adult growth and development, reflective teaching, trends and



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issues, changes in education, and portfolio development.

## **601 Interpersonal Relationships. (3).**

Examination of the principles involved in helping relationships. Emphasis on implications and applications of such concepts for people who work in various helping professions.

## **602 Pluralism in Education. (3).**

Examination of the relationship of ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems. Cultural proficiency provides a model for study and practice.

## **603 Research and Evaluation. (3).**

Proposal development of a qualitative or quantitative research study or evaluation project. Includes a review of the literature problem definition, methodology, data analysis, and timeline planning. The use of data analysis in current school practice is emphasized.

## **605 Community College Today. (3).**

Introduction to contemporary issues concerning community colleges today. Emphasis will be on the academic areas as well as those facing student support services. Faculty and professional staff issues will also be addressed.

## **606 Topics in Higher Education. (3).**

Topics courses address questions, theories, and practice related to a special topic or area in higher education.

## **607 Higher Education in the United States: Contexts and Populations. (3).**

This graduate survey course examines five themes in American higher education: (a) history of higher education, (b) educational access, (c) student populations, (d) roles of educators, and (e) current context.

## **608 Evaluation and Assessment: Enhancing Program Effectiveness and Student Learning. (3).**

Emphasis on the evaluation of program efficiency, effectiveness, and impact as well as the assessment of learning in and out of classroom settings in higher education. Intends to build the skills of planning, development, implementation, analysis, and communication of findings in projects related to evaluation and assessment.

## **609 Higher Education Law. (3).**

This course focuses on the legal issues that are involved with higher education. The course will specifically address historical legal cases in higher education, avenues of engagement, implications of verdicts, and analysis of current and future trends. NU only.

## **614 Organization Theory and Management in Higher Education. (3).**

Emphasis on theoretical perspectives of organization theory and management with a focus on colleges and universities. Introduction to organization theory, organizational structure, governance, and cultures of higher education.

## **620 Experiences with Exceptional Children and Youth. (3).**

Experience with exceptional children and youth, emphasizing assessment, diagnosis, prescription, curriculum materials, and teaching strategies. Incorporates graduate level research and writing requirements. Meets CCTC special education requirements for Clear Credential and Teacher Induction Standards.

## **621 Instructional Strategies for Adult Learners. (3).**

Designed for individuals who are engaged in adult education or training. Exploration of adult learning development with the intent to develop strategies for self-direction, reflection, and transformation. Students gain practice in effective teaching and learning strategies and accessing resources through technology.

# School of Education Course Descriptions

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## **622 Trends and Issues in Adult Education. (3).**

Designed for individuals engaged in adult education or training. Investigates adult learning development, life-span learning, and issues in current adult education. The class selects topics of interest, such as distance learning, training, continuing education, and adult literacy.

## **623 Designing Curriculum for Adult Learners. (3).**

Designed for individuals engaged in adult education or training. Studies various models of adult education and training with attention to the variety of delivery modes. Students learn to access resources through electronic sources.

## **624 Introduction to College Student Affairs. (3).**

Focuses on the college student experience and its implications for administration. Particular consideration is given to the diversity of higher education settings and students.

## **625 Democratic Classroom Management. (3).**

Examination of various approaches to classroom management designed to model democracy, promote equity, and maintain safe school environments.

## **627 Health Education. (3).**

Promotes understanding of the many topics of health and wellness in today's society and their importance in the development of curriculum and teaching methods for sound classroom practices. Incorporates graduate level research and writing requirements. Meets CCTC health education requirements for Clear Credential and Teacher Induction Standards.

## **628 Teaching Curriculum to All Students in California Schools. (3).**

Improves teachers' ability to reflect and apply California Standards for the Teaching Profession. Requires demonstration of knowledge and ability to teach state-adopted

academic content standards and addressing students' differing performance levels. Incorporates graduate-level research and writing requirements. Meets CCTC health education requirements for Clear Credential and Teacher Induction Standards. Prerequisite: must be taken over a two-year period in conjunction with a district-provided induction program and correlated with the California Formative Assessment and Support for Teaching (CFASST).

## **629 Independent Study in Higher Education. (3).**

Independently designed learning experience focuses on a particular question or topic in higher education. May be repeated for degree credit for maximum of 6 credits.

## **630 Development of Phonological and Orthographic Knowledge. (3).**

Focuses on the structure of the English language and the development of word analysis (phonological awareness, morphology, decoding and spelling) knowledge. The class provides research-based skills, knowledge and application relative to strategies and resources for developing fluent reading in students at all grade levels, including English language learners.

## **637 Master's Seminar. (3).**

Culminating experience of the program. Opportunity to identify, explore, and study a problem area in depth and to communicate findings to the professional community. Prerequisite: permission from the School of Education.

## **638 Advanced Studies in Literacy: Research, Theory, and Practice. (3).**

Advanced course on literacy for all students, including English language learners and special needs students. Intended for elementary and secondary teachers, covering current research-based practices from a variety of perspectives blending theory and practice. Candidates learn to articulate broader conceptual and practical framework in teaching reading and writing.

# School of Education Course Descriptions

## **639 Assessment in Reading and Writing. (3).**

Designed for advanced literacy assessment and the use of assessment and diagnostic instruments in informing instruction and intervention for learners. Prepares elementary and secondary teachers to become adept at observations and interviews while attaining skills in selecting, scoring, and interpreting results from a variety of informal and formal assessments.

## **642 Practicum in Literacy Assessment and Instruction. (3).**

Provides fieldwork application of principles and procedures for the design, selection, and implementation of materials, methods, and contexts for literacy assessment and instruction in teaching reading and writing, including English language learners and special needs students.

## **645 Introduction to Linguistics for Educators. (3).**

Provides a profound examination into how languages are patterned and structured. Various theories and research on language structure and related factors in first and second language acquisition are studied. In addition, the course will examine effective teaching and assessment strategies that provide all students access to the core curriculum.

## **646 Diversity and Inclusion. (3).**

Explores both historic and contemporary perspectives in cross-cultural education. Opportunities, achievement and career gaps, and socioeconomic outcomes will be examined. Utilizing a cultural and systemic perspective, interactions of education institutions and sociohistoric contexts leading to differentiated outcomes are examined. Culturally relevant and socially exemplary programs are studied.

## **647 Perspectives in Second Language Acquisition. (3).**

Provides a theoretical understanding of how first and second languages are learned. Introduces language acquisition theories,

factors in first and second language development, and pedagogically effective language teaching and learning strategies. Candidates' theoretical and practical language acquisition framework will enable them to effectively evaluate language activities in the classroom.

## **648 Democratic Classroom Management and Social Justice. (3).**

Provides a reflective investigation of various approaches to classroom management grounded in a cognitive knowledge base and informed by social justice. Examines the ways in which social justice is secured through cognitive management and cognitive curriculum practices. Introduces practical strategies to promote equity and safe school environments in K-12 classrooms.

## **649 Teaching English Learners. (3).**

An advanced study of teaching English learners. Deepens and broadens the second language development knowledge, skills, and abilities acquired during the professional teacher preparation program. Candidates acquire specialized skills designed to meet the instructional needs of English learners. Meets the Professional Clear Credential Requirement.

## **650 Understanding Issues in Literacy Assessment and Evaluation. (3).**

The purpose of this course is to examine developing literacy policy and assessment efforts; foster communication and dialogue about the processes and products of such development; and explore various audiences and their often-divergent needs for different types of information (e.g. large-scale or high-stakes assessment projects).

## **651 Group Counseling and Consultation. (3).**

Introduction to the theory and practice of small-group work. Emphasis on the development of leadership skills.

# School of Education Course Descriptions

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## **653 Techniques of Counseling and Consultation. (3).**

Consideration of the theoretical foundations of counseling and consultation. Applications of basic consulting and counseling techniques in individual and group processes.

## **654 Information Services and Career Counseling. (3).**

Philosophy of and methods for identifying and providing information regarding education and careers.

## **655 Counseling Systems. (3).**

Designed for those planning to work in school settings, where often the need to have a solid theoretical understanding of the systematic approach to counseling is essential. Students will learn to apply basic concepts from family or relational therapy to issues most often encountered in school. Prerequisites: EDUC 651, 653, and 659.

## **657A Practicum: Fieldwork in Counseling. (3).**

Introduction and explanation of fieldwork requirements in school counseling. Interactive laboratory experience to prepare students for fieldwork in K-12 settings. Guest lecturers specializing in systemic approaches in school counseling. Basic Empowerment Skills Training (B.E.S.T. Program) to co-facilitate alcohol and drug group counseling sessions.

## **657B Practicum: Fieldwork in Counseling. (1).**

Review and critique of fieldwork experience from a public or equivalent setting, under the joint supervision of an on-site supervisor and university faculty member which includes 8 three-hour group case conference sessions and preparation for Exit Oral Interview. Prerequisite: EDUC 657A. CN only.

## **659 Learning Theory and Student Assessment. (3).**

Emphasis on individual learning styles, learning processes, meeting educational

objectives, and the design of tools for student evaluation. Discussion of the state-mandated testing program and interpretation of scores.

## **662 Educator's Workshop. (1-4).**

Designed to reflect curriculum trends and issues in education, while current and topical.

## **609 Higher Education Law. (3).**

This course focuses on the legal issues that are involved with higher education. The course will specifically address historical legal cases in higher education, avenues of engagement, implications of verdicts, and analysis of current and future trends. CN only.

## **670 Program Administration and Management. (3).**

Emphasis on the theoretical perspectives of management and program design. Introduction to organizational theory and management, team learning in school environment, and curriculum programming. Application of work required in a program proposal including design, implementation, and evaluation strategies.

## **671 Leadership. (3).**

Features individual leadership assessments, administrative styles, employee motivation, and leadership theory. Emphasis on school improvement, decision-making and planning skills, and the sociology of organizations.

## **673 School Finance. (3).**

Sound fiscal procedures and budgeting are introduced, including an examination of federal, state, and local educational financing. Resource management and setting budgetary priorities at the school site are studied.

## **674 School Politics and Law. (3).**

Federal and state laws, as well as court decisions and legal opinions, are presented and analyzed as they relate to educational policies and procedures. Contract law and laws dealing with school operations are highlighted. Exploration of the field of school

# School of Education Course Descriptions

governance and politics in relation to positive school climate and improvement.

## **675 Curriculum and Program Development. (3).**

Consideration of the philosophical and historical elements of curriculum, as well as emerging issues. Specific attention given to planning, developing, implementing, and evaluating programs. Additional topics include current research in teaching practices, special programs, and the process of change within a school.

## **676 School Personnel Management. (3).**

Examination of techniques and styles for selecting, supervising, and evaluating school personnel. Includes opportunities to observe and monitor staff performance and offers various professional in-service approaches. Employee relations, motivation, and negotiations included as students develop skills in personnel management.

## **678 Practicum: Fieldwork in Administration. (3).**

Designed to fulfill major fieldwork requirements. Consists of a semester's work in educational settings to enable the student to apply administrative skills learned throughout the program. The student works under the joint supervision of an on-site supervisor designated by the school district and an approved faculty member in education and develops a portfolio of evidences demonstrating the achievement of competencies and performances based on CCTC Standards.

## **679 Preliminary Administrative Internship Practicum. (1-3).**

Designed to provide support and guidance for candidates who have been hired by school districts on administrative internship credentials. Expectations are the same as EDUC 678. Enrollment required every term except when enrolled in EDUC 678. CN only.

## **680 Human Development across the Life Span. (3).**

Designed for school counselors to explore historical and contemporary perspectives on typical and atypical human growth, development, and learning styles. Utilizing a systemic approach, the course examines physical, emotional, mental, cultural, sexual and moral development throughout the life span. Prerequisite: current enrollment in the Counseling Program.

## **681 Foundations of Technology and Learning. (3).**

First in a four-course series, this is an introduction to instructional technology/learning through the study of current research/data. Standards-based instruction, assessment, accountability, IIUSP, and data analysis will be discussed using student/school site data (STAR, API, District Multiple Measures, CBEDS, etc).

## **682 Technology and Learning: From Research to Practice (Part I). (3).**

Second in a four-course series. Focus on the impact of technology on instruction and student achievement. Key issues: brain-based learning, instructional delivery models, learning modalities/multiple intelligence, problem-based vs. "drill and kill," assessment tools, and Internet. Prerequisite: EDUC 681.

## **683 Technology and Learning: from Research to Practice (Part II). (3).**

Third in a four-course series. Participants apply their understanding of technology and instruction to make informed decisions about instructional hardware, software, and management. Existing technology and emerging technology will be addressed. Prerequisites: EDUC 681, 682.

## **684 Technology, Learning, and Planning for the Future. (3).**

Final course in the series. Focus on application of learning from the previous three courses. Students will analyze data gathered in the previous courses to develop and present a plan for the future use of tech-

# School of Education Course Descriptions

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nology for their learning community. Prerequisites: EDUC 681, 682, 683.

## **688 Integrating Technology and Learning in K-12 Classrooms. (3).**

Enhances current K-12 teachers' technology integration skills when designing curriculum and instruction; to increase productivity, communication, research, and learning in response to differing needs of diverse student populations. Incorporates graduate level research and writing requirements. Meets CCTC Level II requirements for Clear Credential and Teacher Induction Standards. Prerequisite: EDUC 589 or equivalent.

## **720 Professional Administrative Services Credential Assessment: Plan Development and Mentoring. (2).**

Required of all Professional Administrative Services Credential candidates. Working with a mentor, students must complete all assessment activities and develop and obtain approval of an induction plan addressing organizational and cultural environments, dynamics of strategic issues management, ethical and reflective leadership analysis and development of public policy, management of information systems, and human and fiscal resources. CN only.

## **722 Learning and Leadership. (3).**

Topics include instructional leadership, learning, and instructional research and theory; evaluation of teaching effectiveness, staff performance, and pupil achievement; staff development; site-based decision-making; and current trends and issues. CN only.

## **723 Communication in an Environment of Diversity. (3).**

Topics include effective interpersonal communication skills, effective oral and written presentation, cultural values and language diversity, demographics of the local community, the politics of language, restructuring, and coalition building. CN only.

## **724 Organizational Systems in Education. (3).**

Topics include theory and function of human organizations, schools as systems (political, social, cultural, economic), management of organizations for change, and leadership in organizational settings. CN only.

## **725 Resource Management in Schools. (3).**

Topics include sound practices in the management of fiscal, material, and human resources within a legal framework; district-level funding and budgeting; current problems affecting school financing; short- and long-term planning; appropriate assignment of personnel; and developing and implementing effective personnel policies. CN only.

## **726 Professional Administrative Services Credential Assessment: Exit. (2).**

Required of all Professional Administrative Services Credential candidates. Students must complete all parts of the induction plan, a self-assessment of expectations, and an exit assessment interview. The student's mentor and the program director must verify that the student met the plan expectations. CN only.

## **780 Special Studies. (2).**

Individually designed activity that might include approved professional development, research or evaluation problems, directed readings or tutorial, or an internship consistent with an approved professional development plan. CN only.

## **830 Social Justice Theories and Issues In Educational Leadership. (3).**

Examines social justice theories and their implications in developing leadership in school reform. Identifies the social, cultural, political, and economic factors that influence schooling in a diverse society. Provides leadership knowledge, skills, and abilities for dealing with societal and institutional barriers to academic success and personal growth of all learners. Prerequisite: Admission to Ed.D. program.

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## **831 Legal and Ethical Issues in Educational Leadership. (3).**

Explores legal and ethical issues in educational leadership in the context of the current policy environment. Course topics focus on laws affecting education and the application of legal and ethical practices in areas of personnel management, student services, and curriculum and program development. Prerequisite: Admission to Ed.D. program.

## **832 Educational Policy: A Multiple Perspectives Approach. (3).**

This course explores federal, state, and local policy development, implementation and analysis. Topics include school governance, boardsmanship, and working with contracts and state and federal agencies to assure equitable access to all students. Prerequisite: Admission to Ed.D. program.

## **833 Education Finance and Budget. (3).**

Explores how revenues are generated, negotiated, distributed, and budgeted to achieve desired educational outcomes. Topics include the underlying social, political, and economic tensions associated with planning, developing, delivering, and managing educational finance resources, funding sources, facilities, and means of revolving programmatic tensions related to revenue generation, negotiation, distribution, and budgeting. Prerequisite: Admission to Ed.D. program.

## **834 Using Technology to Create and Manage Equitable Learning Environments. (3).**

Addresses technology-related issues in leadership and vision, instruction and learning, productivity and professional practice, support, management, and operations, assessment and evaluation, social and legal, and ethical issues. Focuses on the impact of digital divide and the development of information and technology literacy throughout k-12 education. Prerequisite: Admission to Ed.D. program or permission.

## **835 Critical Theory and the Application of Critical Pedagogy. (3).**

Presents theoretical and philosophical underpinnings of critical pedagogy. Explores application of critical pedagogy as a first step in transforming oppressive social and educational conditions. Examines change in education and society, and prepares educational leaders who will envision and build coalitions for constructive change and towards educational justice. Prerequisite: Admission as to Ed.D. program.

## **840 Educational Inquiry (3).**

Explores research theories within the context of an inquiry framework on issues related to educational leadership. Develops an understanding of the range of research methodologies to plan, conduct and evaluate qualitative and quantitative research. Develops ways of thinking and knowing about educational inquiry that contributes to the field of study. Prerequisite: Admission to Ed.D. program.

## **841 Quantitative Research Methods (3).**

Introduces the purpose and means of various statistical practices within academic research. Acquaints students with the language of quantitative research; different understandings of the purpose and use of statistical research; various ways of framing research questions and designing studies; and generally accepted procedures for generating, analyzing, and interpreting statistical data. Prerequisite: Admission to Ed.D. program.

## **842 Qualitative Research Methods. (3).**

An in-depth study of the major paradigms and perspectives of qualitative research. Strategies of inquiry, methods of data collection and analysis, interpretation, evaluation, and representation will be the focus of the course. Prerequisite: Admission to Ed.D. program.

# School of Education Course Descriptions

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## **850A Research to Practice Seminar I A. (1).**

A topical seminar that links research to practice relating to social justice and leadership. This course is taken concurrently with Social Justice Theories and Issues in Educational Leadership. Prerequisite: Admission to Ed.D program.

## **850B Research to Practice Seminar I B. (1).**

A topical seminar that links research to practice relating to ethical and legal issues in leadership. This course will be taken concurrently with Legal and Ethical Issues in Educational Leadership. Prerequisite: Admission to Ed.D program.

## **850C Research to Practice Seminar I C. (1).**

A topical seminar that links research to practice relating to making and implementing educational policy. This is taken concurrently with Educational Policy: A Multiple Perspectives Approach. Prerequisite: Admission to Ed.D program.

## **851A Research to Practice Seminar II A. (1).**

A topical seminar that links research to practice relating to educational finance and budgeting. Prerequisite: Admission to Ed.D program.

## **851B Research to Practice Seminar II B. (1).**

A topical seminar that links research to practice relating to technology and information systems in management and instruction. This course will be taken concurrently with Using Technology to Create and Manage Equitable Learning Environments. Prerequisite: Admission to Ed.D program.

## **851C Research to Practice Seminar II C. (1).**

A topical seminar that links research to practice relating to the use of critical theory to create change. Prerequisite: Admission to Ed.D program.

## **852 Research to Practice: Innovations in Leadership & Professional Development. (3).**

As a culminating experience in “practice” candidates will design and implement a syllabus for a course they may teach, develop a professional development workshop, or design a community project to promote educational justice. This opportunity will provide laboratory for deepening skills in the application of critical pedagogy focused on educational justice. Prerequisite: Admission to Ed.D. program or permission. CN only.

## **860 Dissertation Development and Proposal Writing. (3).**

Presents an introduction to the doctoral proposal, its various components, and a structure that serves as a general template to be individualized. Candidates develop a brief problem statement, begin an annotated bibliography, construct a dissertation plan and work with the faculty to identify a faculty chair. CN only.

## **861 Dissertation Writing. (3).**

Dissertation writing is completed under the supervision of the candidate’s faculty research chair and the dissertation committee. Normally, candidates enroll in EDUC 861 for three terms for 3 credits each term. If the dissertation process extends longer than 9 credits candidates enroll in EDUC 862 for 0 credits until finished. Prerequisite: Dissertation Proposal acceptance. CN only.

## **862 Dissertation Writing Extension. (0).**

If the dissertation is not complete and accepted after the awarding of 9 credits, candidates will need to enroll in this course until the dissertation is completed and accepted. There is a seven-year deadline from last term of enrollment in EDUC 861 to complete the dissertation. Prerequisite: Permission from Program Director. CN only.



# The Faculty 2007–2008

(Dates indicate first year of full-time service.)

**Raul Acero**, Associate Professor of Art and Art History, 2007; B.A., State University of New York at Fredonia; M.F.A., Ohio University

**J. Henry Acquaye**, Professor of Chemistry, 1992; B.S., University of Cape Coast, Ghana; M.S., Brock University, Ontario, Canada; Ph.D., State University of New York, Buffalo

**Mariana Altrichter**, Assistant Professor of Environmental Studies, 2006; B.S., National University of Cordoba, Argentina; M.S., National University of Costa Rica; Ph.D., University of Arizona

**Nephelie Andonyadis**, Professor of Theatre, 2001; B.S., Cornell University; M.F.A., Yale University

**Monte Andress**, Visiting Instructor in Business Administration, 2006; B.A., California State University at Long Beach; M.A., San Diego State University

**Nicholle Andrews**, Assistant Professor of Music, 2006; B.M., Memorial University of Newfoundland; M.M., D.M., McGill University

**Ralph M. Angel**, Edith R. White Distinguished Professor of English and Creative Writing, 1981; B.A., University of Washington; M.F.A., University of California, Irvine

**Benjamin Aronson**, Associate Professor of Biology, 1998; B.A., Williams College; Ph.D., Purdue University

**Graeme Auton**, Professor of Government, 1987; B.A., M.A., Ph.D., University of California, Santa Barbara

**Rasool Azari**, Associate Professor of Business, 1997; B.S., California State University, Sacramento; M.S., University of California, Los Angeles; M.B.A., D.Sc., George Washington University

**Jyoti Bachani**, Instructor in Business, 2005; B.S., Delhi University; M.S., Stanford University

**Julius Bailey**, Associate Professor of Religious Studies, 2001; B.A., Occidental College; M.A., Ph.D., University of North Carolina at Chapel Hill

**Jacqueline Bauman-Waengler**, Professor of Communicative Disorders, 2006; B.S., Colorado State University; M.A., Ph.D., University of Colorado, Boulder

**Chris Beach**, Professor of Theatre, 1993; B.F.A., Virginia Commonwealth University; M.F.A., University of California, Los Angeles

**Janet L. Beery**, Professor of Mathematics, 1989; B.S., University of Puget Sound; M.A., Ph.D., Dartmouth College

**Gene Bennett**, Clinical Professor in School of Education, 2006; B.S., M.A., University of Redlands

**James Bentley**, Associate Professor of Mathematics, 2001; B.A., Pomona College; M.S., University of Washington; Ph.D., University of California, Riverside

**Peter M. Bergevin**, Professor of Business, 2004; B.S., Salem State College; M.S., Ph.D., Arizona State University

**Wesley Bernardini**, Assistant Professor of Anthropology, 2003; B.A., University of Virginia; M.A., Ph.D., University of Arizona

**Greg Bills**, Associate Professor of English and Creative Writing, 1998; B.A., University of Utah; M.F.A., University of California, Irvine

**James R. Blauth**, Associate Professor of Biology, 1999; B.A., Dartmouth College; Ph.D., Cornell University

**Susan L. Blauth**, Associate Professor of Biology, 1999; B.S., Ph.D., Cornell University

**Michael J. Bloxham**, Professor of Mathematics, 1982; B.A., M.A., Ph.D., Cambridge University

**Hector Brasil-Laurenzo**, Lecturer in Spanish, 2000; B.A., Brigham Young University; M.A., California State University, Los Angeles; M.A., University of California, Santa Barbara; Ph.D., The Ohio State University

**Francis T. Bright**, Associate Professor of French, 1993; B.A., University of Notre Dame; M.A., Ph.D., Cornell University

**Piers Britton**, Assistant Professor of Art History, 2002; B.A., Ph.D., University of Manchester

## The Faculty 2007–2008

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- Leslie Brody**, Associate Professor of English and Creative Writing, 1998; B.A., San Francisco State University; M.A., Ph.D., University of Connecticut
- Elaine S. Brubacher**, Professor of Biology, 1980; B.A., Mount Holyoke College; Ph.D., University of Michigan
- Leslie J. Canterbury**, Associate Librarian, 1990; B.A., M.L.S., University of Arizona
- Nancy E. Carrick**, Professor of English, 1980; B.A., M.A., Ph.D., University of Arizona
- William Casale**, Senior Lecturer in Biology, 2007; B.A., Rutgers University; M.S., Ph.D., Michigan State University
- Kimberly Cass**, Professor of Business, 2001; B.A., Colorado State University; M.S., Ph.D., University of Arizona
- Joe Castino**, Associate Professor of Education, 1992; B.A., Colorado State University; M.A., San Diego State University; Ph.D., University of Pittsburgh
- Anne Cavender**, Associate Professor of English and Asian Studies, 2000; B.A., Middlebury College; M.A., Ph.D., University of Washington
- Pani Chakrapani**, Professor of Computer Science, 1985; B.S., M.S., University of Madras, India
- Mussaddequddin Chowdhury**, Professor of Economics, 1994; B.S., M.S., University of Dhaka; M.A., Ph.D., University of Southern California
- Susan Clayton**, Associate Librarian, 2003; B.A., University of California, Davis; M.L.S., University of Michigan, Ann Arbor
- Cara Cole**, Assistant Professor of Art, 2005; B.F.A., Ontario College of Art and Design; M.F.A., University of Las Vegas
- Kimberley Coles**, Assistant Professor of Anthropology, 2006; B.A., University of California, San Diego; M.A., The American University
- Portia Cornell**, Senior Lecturer in Mathematics, 1987; B.A., University of Redlands; M.A., Claremont Graduate University
- Patricia K. Cornez**, Lecturer in Computer Science, 1999; B.S., University of New Mexico; M.A., California State University, San Bernardino
- Richard N. Cornez**, Professor of Mathematics, 1988; B.S., Case Western Reserve University; M.S., Ph.D., University of New Mexico
- Aaron J. Cox**, Professor of Physics, 1970; B.S., M.S., University of New Mexico; Ph.D., University of Arizona
- Emily Culpepper**, Professor of Women's Studies and Religious Studies and Director of Women's Studies Program, 1989; B.A., Emory University; M.Div., Th.D., Harvard University
- Robert Denham**, Assistant Professor of Education, 2000; B.A., M.A.T., University of Redlands; Ph.D., Claremont Graduate University
- Alessandro De Pinto**, Assistant Professor of Economics, 2004; B.S., University of Florence; M.S., Overseas Agronomic Institute; Ph.S., University of Illinois at Urbana-Champaign
- Karen Derris**, Associate Professor of Religious Studies, 2003; A.B., Brown University; M.T.S., Harvard Divinity School; Ph.D., Harvard University
- Alan DeWeerd**, Associate Professor of Physics, 1998; B.S., University of California, Irvine; M.S., Ph.D., University of Wisconsin, Madison
- Andreas Dick-Niederhauser**, Associate Professor of Psychology, 2005; Baccalaureate, Gymnasium Interlaken; M.A., Ph.D., University of Berne
- Elizabeth Doolittle**, Lecturer in Mathematics and Computer Science, 2001; B.S., California Lutheran University; M.S., University of Arizona
- James Ducey**, Professor of Physical Education, Head Men's Basketball Coach, Head Women's Tennis Coach, 1991; B.S., University of Redlands; M.S., Claremont Graduate University
- Robert Y. Eng**, Professor of History, 1980; B.A., Pomona College; M.A., Ph.D., University of California, Berkeley
- Kim Leilani Evans**, Assistant Professor of English, 2002; B.A., Fairhaven College; Ph.D., State University of New York at Buffalo

## The Faculty 2007–2008

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- Hamid Falatoonzadeh**, Professor of Business, 1991; B.A., National Iranian Oil Company College; M.B.A., California State Polytechnic University, Pomona; Ph.D., Texas A&M University
- Pavel Farkas**, Artist Professor of Music, 1994; Bratislava Conservatory and Academy of Music
- Rafat Fazeli**, Associate Professor of Economics, 1989; B.S., Tehran University; M.A., Ph.D., New School for Social Research
- Jeffrey Fear**, Associate Professor of Business Administration and Accounting, 2007; B.A., University of Michigan; M.A., Ph.D., Stanford University
- Kathleen Feeley**, Assistant Professor of History, 2006; B.A., Colgate University; Ph.D., City University of New York
- Lawrence Finsen**, Professor of Philosophy, 1979; B.A., Lake Forest College; Ph.D., State University of New York at Buffalo
- Douglas Flewelling**, Assistant Professor of Geographic Information Systems, 2006; B.A., Syracuse University; M.A., Oregon State University; Ph.D., University of Maine
- Caryl A. Forristall**, Professor of Biology, 1994; B.S., Newton College; Ph.D., University of California, Berkeley
- William H. Foster**, Assistant Professor of History, 2004; B.A., University of Pennsylvania; M.A., Smith College; M.A., Ph.D., Cornell University
- Allison Fraiberg**, Associate Professor of Business, 1996; B.A., McGill University; M.A., Tulane University; Ph.D., University of Washington
- Carol Ann Franklin**, Professor of Education, 1976; B.S., Indiana University; M.A., Western Michigan University; Ed.D., Indiana University
- Alexander Frazin**, Visiting Lecturer in Accounting, 2006; B.S., California State Polytechnic University, Pomona
- Lorenzo Garbo**, Associate Professor of Economics, 1996; Laurea in Economics, University of Venice; M.A., M.Phil., Ph.D., Columbia University
- Deon Garcia**, Lecturer in Mathematics, 2003; B.S., M.S., University of California, Riverside
- Diane Garcia**, Visiting Instructor in Communicative Disorders, 2006; B.A., M.S., University of Redlands
- Patricia Geary**, Professor of English and Creative Writing, 1987; B.A., Vassar College; M.F.A., University of California, Irvine
- Candace Glendening**, Lecturer, 2004; B.Mus., Oberlin College Conservatory of Music; B.A., Oberlin College; M.S., Morehead State University
- John Glover**, Associate Professor of History, 2000; B.A., Bradley University; M.A., Ph.D., University of Illinois at Chicago
- Susan B. Goldstein**, Professor of Psychology, 1990; B.A., Oberlin College; M.A., Ph.D., University of Hawaii
- Kamala Gollakota**, Associate Professor of Business, 2005; B.A., University of Delhi; Ph.D., University of Wisconsin at Milwaukee
- Olga González**, Professor of Spanish, 1969; D.L., University of Havana; M.A., Ph.D., University of California, Riverside
- Frances Grace**, Associate Professor of Religious Studies, 1999; B.A., B.S., Harding University; M.A., University of Texas, Austin; M.Div., Austin Presbyterian Theological Seminary; Th.M, Ph.D., Princeton Theological Seminary
- Michael Groher**, Professor of Communicative Disorders, 2004; B.A., M.A., University of Redlands; Ph.D., University of Washington
- Gerald M. Groshek**, Associate Professor of Business, 1999; B.A., Valparaiso University; M.A, Ph.D., University of Denver
- Thomas F. Gross**, Professor of Psychology, 1980; B.A., University of California, Berkeley; M.A., California State University, Fresno; Ph.D., University of Maine
- Elizabeth Haley**, Assistant Professor of Business Administration and Accounting,

## The Faculty 2007–2008

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- 2002; B.S., Arizona State University; M.A., Ph.D., Rice University
- Nicholas Halisky**, Clinical Professor of Education, 2003; B.A., M.A., M.E., Whittier College
- Preston Hampton**, Associate Professor of Education, 2003; B.A., University of California, Berkeley; M.A., Azusa Pacific University; Ed.D., University of Southern California
- Kelly Hankin**, Associate Professor of Film, Johnston Center for Integrative Studies, 2002; B.A., San Diego State University; M.A., Ph.D., University of Rochester
- Lamont C. Hempel**, Professor of Environmental Studies, 1999; B.A., University of Minnesota, Minneapolis; M.A., Ph.D., Claremont Graduate University
- Katherine Hickey**, Associate Professor of Music, 2003; B.A., California State University, Los Angeles; M.A., California State University, Long Beach; D.M.A., University of Southern California
- Shana Higgins**, Assistant Librarian, 2006; B.A., University of California, Davis; M.A., M.L.S., Indiana University
- S. Eric Hill**, Associate Professor of Physics, 2001; B.A., Carleton College; Ph.D., University of Minnesota
- Marjorie L. Hilton**, Assistant Professor of History, 2004; B.S., Louisiana State University; M.A., University of South Alabama; Ph.D., University of Illinois at Urbana-Champaign
- Christopher Hunt**, Visiting Clinical Professor of School of Education, 2004; B.A., Whittier College; M.A., California State University
- William B. Huntley**, Will C. and Effie M. Crawford Professor of Religion, 1974; B.A., Duke University; B.D., Yale University; Ph.D., Duke University
- Claudia Ingram**, Professor of English and Director of Composition, 1997; B.A., St. John's College; J.D., University of California, Berkeley; M.A., Ph.D., University of Oregon
- Kota Inoue**, Assistant Professor of Asian Studies, 2006; B.A., Rikkyo University, Tokyo; M.A., University of Arizona; M.A., University of Alabama; Ph.D., University of California, Irvine
- Doreen Isenberg**, Professor of Economics, 2003; A.B., San Diego State University; M.A., Ph.D., University of California, Riverside
- Robert J. Jackson**, Fletcher Jones Professor of American Politics, 1997; B.A., M.A., University of Western Ontario; Ph.D., Oxford University
- Kathie Jenni**, Professor of Philosophy, 1988; B.A., University of Montana; M.A., Ph.D., University of California, Irvine
- Priya Jha**, Assistant Professor of English, 2005; B.S., Drexel University; M.A., Ph.D., University of Colorado at Boulder
- Xinyan Jiang**, Associate Professor of Philosophy, 2000; B.A., M.A., Peking University; M.A., Ph.D., University of Cincinnati
- Mahmoud A. Kaboudan**, Professor of Business, 2001; B.S., Cairo University; M.A., Ph.D., West Virginia University; M.B.A., Marshall University
- Yukiko Kawahara**, Associate Professor of Asian Studies, 1999; B.A., Hiroshima Jogakuin College; M.A., Ph.D., University of Arizona
- James H. Keays**, Professor of Music, 1972; B.S., University of Redlands; B.M., M.M., D.M.A., University of Illinois
- Curtis Keedy**, Senior Lecturer in Chemistry, 2002; B.A., Occidental College; Ph.D., University of Wisconsin
- William Kennedy**, Associate Librarian, 1980; B.A., University of Redlands; M.S.L.S., University of Southern California
- Verletta Kern**, Assistant Librarian, 2004; B.A., St. Olaf College; M.S., University of Illinois at Urbana-Champaign
- Daniel Kiefer**, Associate Professor of English, 1991; B.A., Boston University; M.A., Ph.D., Yale University
- Allen Killpatrick**, Professor of Mathematics, 1969; A.B., Millikin University; Ph.D., Brigham Young University
- Angelynn King**, Librarian, 1996; B.A., University of Virginia; M.L.S., Catholic University of America

## The Faculty 2007–2008

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- Heather King**, Associate Professor of English, 2000; B.A., Boston University; M.A., Ph.D., University of Wisconsin-Madison
- Alexander Koonce**, Professor of Mathematics, 1993; B.A., Dartmouth College; Ph.D., Stanford University
- Timothy P. Krantz**, Associate Professor of Environmental Studies, 1997; B.A., University of Redlands; M.A., Stanford University; Ph.D., University of California, Berkeley
- James K. Krueger**, Assistant Professor of Philosophy, 2004; B.A., Whittier College; M.A., Ph.D., University of Notre Dame
- Mark P. Kumler**, Professor of GIS, 2004; B.A., Dartmouth College; M.A., Michigan State University; Ph.D., University of California, Santa Barbara
- Sawa Kurotani**, Associate Professor of Anthropology, 2000; B.A., Linfield College; M.A., University of Illinois, Chicago; Ph.D., University of Colorado, Boulder
- Jose Lalas**, Professor of Education, 2003; B.S., University of the Philippines; M.Ed., Ed.S., Seattle Pacific University; Ph.D., University of Washington
- Sharon D. Lang**, Associate Professor of Sociology and Anthropology, 1997; B.A., Boston University; M.A., Ph.D., Harvard University
- Richard Langford**, Professor of Education, 2006; B.A., San Diego State University; Ph.D., University of Oregon
- Suzanne Langford**, Associate Professor of Education, 2005; B.A., University of California, Los Angeles; M.Ed., Seattle Pacific University; Ph.D., University of Washington
- Lillian Larsen**, Assistant Professor of Religious Studies, 2006; B.S., Wheaton College; M.E., University of Massachusetts; M.Div., M.A., Catholic Theological Union; M.Phil., Ph.D., Columbia University
- Dustin W. Leavitt**, Assistant Professor of Creative Writing, 2004; B.A., M.F.A., University of Arizona

## The Faculty 2007–2008

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- Ann Leimer**, Assistant Professor of Art History, 2005; B.A., College of St. Benedict; M.A., Ph.D., University of Texas at Austin
- Victoria A. Lewis**, Associate Professor of Theatre, 2000; B.A., Dunbarton College; M.A., Columbia University Teachers College; Ph.D., University of California, Los Angeles
- Yang Liang**, Assistant Professor of Economics, 2007; B.S., Zhongshan University, China; M.S., University of Missouri, Kansas City
- Amalia Llombart**, Assistant Professor of Spanish, 2003; B.A., University of Barcelona; Ph.D., University of California, Santa Barbara
- Sheila Lloyd**, Assistant Professor of English, 2006; B.A., Yale College; M.A., Ph.D., Cornell University
- Louanne Fuchs Long**, Professor of Music, 1962; B.M., Oberlin College Conservatory of Music; M.M., Northwestern University
- Teresa Longin**, Associate Professor of Chemistry, 1998; B.S., Ithaca College; Ph.D., California Institute of Technology
- Hongwei Lu**, Assistant Professor of Chinese, 2004; B.A., Central-China Normal University; M.A., Clark University
- Denise M. MacNeil**, Assistant Professor of Business, 2002; B.A., Evergreen State College; M.A., M.F.A., Chapman University; Ph.D., Claremont Graduate University
- Diane Macunovich**, Professor of Economics, 2003; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., University of Southern California
- Joseph Magedanz**, Assistant Professor of German, 2000; B.A., Yankton College; M.A., Ph.D., University of Nebraska, Lincoln
- James R. Malcolm**, Professor of Biology, 1981; B.A., Oxford University; Ph.D., Harvard University
- Joy Manesiotis**, Professor of English and Creative Writing, 1989; B.F.A., Virginia Commonwealth University; M.F.A., Warren Wilson College
- Robert Marsel**, Professor of Business and Law, Business Administration and Accounting, 2002; B.A., City College of New York; J.D., University of California, Berkeley
- Michael C. Maynard**, Professor of Physical Education and Head Football Coach, 1988; B.S., Illinois Wesleyan University; M.S., United States Sports Academy
- Penny McElroy**, Professor of Art, 1986; B.A., Alma College; M.F.A., University of Wisconsin, Madison
- Blodwyn McIntyre**, Assistant Professor of Environmental Studies, 2001; B.A., Colorado College; M.F., Duke University; Ph.D., University of Virginia
- Paul McQuesten**, Assistant Professor of Computer Science, 2002; B.S., St. Edward's University; M.S., Ph.D., University of Texas, Austin
- Laurel Mitchell**, Senior Lecturer in Accounting, 2004; B.B.A., College of William and Mary; M.Phil., Ph.D., Columbia University
- Ross E. Mitchell**, Assistant Professor of Education, 2007; B.S., University of California, Riverside; M.S., The University of Chicago; Ph.D., University of California, Riverside
- Marjo Mitsutomi**, Associate Professor of Education, 1998; B.A., Anderson University; Ph.D., Ball State University
- Johannes Moenius**, Professor of Business, 2005; M.A., Bamberg University; M.A., Queen's University; Ph.D., University of California, San Diego
- Ronald D. Morgan**, Associate Professor of Education, 1999; B.S., M.S., Loma Linda University; Ed.D., La Sierra University
- Steven Morics**, Professor of Mathematics, 1995; B.A., St. Olaf College; M.S., Ph.D., University of Virginia
- Barbara J. Morris**, Associate Professor of Government, 1996; B.A., San Diego State University; M.A., C. Phil., Ph.D., University of California, Santa Barbara
- Daniel Murphy**, Professor of Music, 1993; B.M., Hartt School of Music; M.M., University of Rhode Island; D.M., University of Colorado

## The Faculty 2007–2008

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- Rich Murphy**, Assistant Professor of Physical Education and Head Women's Basketball Coach, 2007; B.A., M.S., Humboldt State University
- Barbara Murray**, Associate Professor of Chemistry, 1993; B.A., M.A., M.S., Stephen F. Austin State University; Ph.D., University of Illinois, Urbana
- Anna Marie Napoli**, Associate Professor of Psychology, 1969; B.A., Queens College; M.S., Ph.D., Tulane University
- Jennifer A. Nelson**, Assistant Professor of Women's Studies, 2004; B.A., Ph.D., Brown University
- Michael Ng-Quinn**, Professor of Government, 1985; B.A., University of Chicago; Ph.D., Harvard University
- Co Boi Nguyen**, Assistant Professor of Music, 2006; B.M., The Hanoi National Conservatory; M.M., The Mannes College of Music; Diploma in Orchestral Conducting, The Curtis Institute of Music; Graduate Diploma in Orchestral Conducting, Juilliard School
- Christopher J. Niggle**, Professor of Economics, 1983; B.A., Arizona State University; M.A., New School for Social Research; Ph.D., University of California, Riverside
- Stuart Noble-Goodman**, Assistant Professor of Environmental Studies, 1999; B.A., University of California, Berkeley; M.A., Ph.D., Duke University
- Tyler E. Nordgren**, Associate Professor of Physics, 2001; B.A., Reed College; M.S., Ph.D., Cornell University
- Kathy J. Ogren**, Professor of History, 1985; B.A., Scripps College; M.A., Ph.D., The Johns Hopkins University
- Bobby Ojose**, Assistant Professor of Education, 2007; B.S., Lagos State University, Ojo, Nigeria; M.A., California State University, Dominguez Hills; Ed.D., University of Southern California
- Lisa Olson**, Assistant Professor of Biology, 2003; B.S., Baylor University; Ph.D., John Hopkins University School of Medicine

## The Faculty 2007–2008

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- Kevin O'Neill**, Professor of Philosophy, 1969; A.B., Georgetown University; M.A., Ph.D., Yale University
- Marc Orlitzky**, Associate Professor of School of Business, 2006; B.S., The American University; Ph.D., The University of Iowa
- Keith Osajima**, Professor of Education and Director of Race and Ethnic Studies, 1995; B.A., M.A., Ph.D., University of California, Berkeley
- Jack Osborn**, Hunsaker Endowed Chair of Management, Executive Professor of Business Administration and Accounting, 2001; B.A., University of Redlands; LL.B., University of Edinburgh; LL.B., Christ's College of Cambridge University
- Lori Osborn**, Assistant Professor of Communicative Disorders, 2006; B.A., Mary Washington College; M.S., Ph.D., University of Texas at Dallas
- Sharon Oster**, Assistant Professor of English, 2005; B.A., University of Michigan; M.A., Ph.D., University of California, Los Angeles
- Monica Perry**, Associate Professor of Business, 2003; B.S., College of William & Mary; M.B.A., The Pennsylvania State University, University Park; Ph.D., University of Maryland, College Park
- James B. Pick**, Professor of Business, 1991; B.A., Northwestern University; M.S.Ed., Northern Illinois University; Ph.D., University of California, Irvine
- Marcela Pierola**, Lecturer in Spanish, 2000; B.A., M.A., California State University, Los Angeles
- Cathleen Platt**, Lecturer in Business, 2004; B.S., Michigan State University; M.A., The Ohio State University; Ph.D., Stanford University
- Fredric E. Rabinowitz**, Professor of Psychology, 1984; B.A., Ithaca College; M.A., Loyola College; Ph.D., University of Missouri, Columbia
- Mohammad Rahman**, Assistant Professor in School of Business, 2006; B.S., Central Missouri State University; Ph.D., The University of Kansas
- Hindupur Ramakrishna**, Associate Professor of Business, 2003; B.E., Bangalore University; Ph.D., Georgia State University
- Laura Ramirez**, Lecturer, 2004; B.A., Whittier College; M.A., University of Notre Dame
- Julie Ann Rathbun**, Associate Professor of Physics, 2001; B.S., State University of New York at Buffalo; M.S., Ph.D., Cornell University
- Cheryl A. Rickabaugh**, Professor of Psychology, 1988; B.A., California State University, Los Angeles; M.A., Ph.D., University of California, Riverside
- Jeffrey H. Rickard**, Professor of Music and Director of University Choir, 1970; B.M., M.M., University of Redlands
- Jacob Ristau**, Assistant Professor of Art, 2006; B.F.A., Abilene Christian University; M.F.A., The School of the Art Institute
- G. Keith Roberts**, Assistant Professor of Business, 2001; B.B.A., J.D., University of Oklahoma; LL.M., George Washington University
- Jill Robinson**, Assistant Professor of Business, 2004; B.S., Texas A & M University; M.B.A., California State University, San Bernardino; M.A., Ph.D., Claremont Graduate University
- William Rocque**, Assistant Professor of Sociology, 2007; B.A., State University of New York, Albany; Ph.D., University of Colorado, Boulder
- Eliza Rodriguez y Gibson**, Assistant Professor of English, 2002; B.A., University of California, Los Angeles; M.A., Ph.D., Cornell University
- Jason Ryan**, Assistant Professor of Business Administration and Accounting, 2007; B.A., Swarthmore College; M.A., M.B.A., Washington University, St. Louis; Ph.D., University College, Dublin
- Catherine Salmon**, Assistant Professor of Psychology, 2003; B.Sc., Ph.D., McMaster University
- Greg Salyer**, Associate Professor of Literature and Religion and Director of the Johnston Center for Integrative Studies, 2007; B.A., King College; M.A., Western Kentucky University; Ph.D., Emory University



# The Faculty 2007–2008

- James A. Sandos**, Professor of History and Farquhar Professor of the American Southwest, 1981; B.A., M.A., California State University, Fresno; Ph.D., University of California, Berkeley
- Avijit Sarkar**, Assistant Professor of Business, 2005; B.E., Jadavpur University; M.S., Ph.D., State University of New York at Buffalo
- Marco Schindelmann**, Artist Professor of Music, 2003; B.A., California State University, Fullerton
- Sara Schoonmaker**, Professor of Sociology, 1995; B.A., Earlham College; Ph.D., Boston College
- David P. Schrum**, Associate Professor of Chemistry, 1999; B.S., University of Wisconsin, Stevens Point; Ph.D., Purdue University
- W. Hubbard Segur**, Professor of Business, 1989; B.S., Trinity College; M.A., Bowdoin College; M.S., Ph.D., University of California, Davis
- Scott Serafin**, Assistant Professor of Chemistry, 2007; B.S., Bucknell University; M.S., Ph.D., University of California, Riverside
- Peter Sherman**, Associate Professor of Environmental Studies, 2006; B.A., Oberlin College; M.A., State University of New York at Binghamton; Ph.D., University of Michigan
- Julia Ferrè Shuler**, Professor of Communicative Disorders and Clinical Supervisor, 1994; B.A., University of Redlands; M.S., University of Washington, Seattle
- Francisco Silva**, Associate Professor of Psychology, 1996; B.A., M.A., Ph.D., University of Manitoba
- Linda Silveira**, Professor of Biology, 1993; B.S., Cornell University; Ph.D., University of California, Berkeley
- Alisa Slaughter**, Lecturer in English, 2000; M.A., University of Arizona; M.F.A., Warren Wilson College
- Danièle Chatelain Slusser**, Professor of French, 1990; Licence, M.A., Université de Strasbourg; M.A., Ph.D., University of California, Riverside
- Eddie R. Smith**, Professor of Music, 1991; B.M.E., Florida State University; M.A., University of South Florida; Ph.D., Florida State University
- Jeffery Smith**, Associate Professor of Business, 2003; B.A., M.A., Ph.D., University of Minnesota, Minneapolis
- Lowell Kent Smith**, Professor of Biology, 1967; B.A., Knox College; Ph.D., Stanford University
- Suzette Soboti**, Associate Professor of Athletics and Physical Education, 1998; B.A., Skidmore College; M.A., Montclair State University
- Margaret Solomon**, Assistant Professor of Education, 2003; B.A., Spicer Memorial College; M.Ed., Andrews University; Ph.D., Michigan State University, East Lansing
- David P. Soulsby**, Associate Professor of Chemistry, 2001; B.Sc., Lancaster University; Ph.D., University of Colorado, Boulder
- William Southworth**, Professor of Speech and Debate Coach, 1972; B.A., San Fernando Valley State College; M.A., University of California, Los Angeles
- James C. Spee**, Associate Professor of Business, 1995; B.S., University of Washington; M.B.A., Ph.D., Claremont Graduate University
- James V. Spickard**, Professor of Sociology, 1989; B.A., Stanford University; M.A., New School for Social Research; Ph.D., Graduate Theological Union
- Brian Spitzer**, Assistant Professor of Biology, 2007; B.A., Williams College; Ph.D., University of California, Davis
- Vernon Stauble**, Visiting Assistant Professor of Business Administration and Accounting, 2000; B.A., California State University, San Bernardino; M.B.A., University of California, Riverside; Ph.D., Claremont Graduate University
- Gary Stiler**, Assistant Professor of Education, 2005; B.A., State University of New York, Empire State College; M.S., Michigan State University; Ph.D., University of New Mexico
- M. Alayne Sullivan**, Associate Professor of Education, 2007; B.A., B.Ed., M.Ed.,

# Faculty Emeriti

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(Dates indicate years of service.)

**A. Keith Barnes**, Emeritus Hunsaker  
Professor of Management, 1984–1997

**Wayne R. Bohrnstedt**, Professor  
Emeritus of Music, 1953–1993

**Douglas Bowman**, Professor Emeritus  
of Religion, 1969–1997

**David Bragg**, Professor Emeritus of  
Mathematics, 1967–2001

**Frederick S. Bromberger**, Professor  
Emeritus of English, 1948–1984

**John Brownfield**, Professor Emeritus of  
Art, 1965–2004

**Richard F. Carlson**, Professor Emeritus  
of Physics, 1967–2001

**Alice B. Crabtree**, Librarian Emerita,  
1959–1977

**H. Ben Dillow**, Professor Emeritus of  
Speech, 1969–2004

**Maurice J. Durall**, Professor Emeritus  
of Communicative Disorders, 1967–1999

**Douglas G. Eadie**, Emeritus Will C. and  
Effie M. Crawford Professor of Religion,  
1947–1981

**John L. Golz**, Professor Emeritus of  
Music, 1953–1981

**Wilbur S. Gregory**, Professor Emeritus  
of Psychology, 1947–1974

**Marcia L. Halvorsen**, Professor Emerita  
of Economics, 1975–1996

**Lawrence Harvill**, Professor Emeritus  
of Engineering and Applied  
Mathematics, 1964–1998

**James D. Hester**, Emeritus Will C. and  
Effie M. Crawford Professor of Religion,  
1967–1998

**J. Leland Hollenberg**, Professor Emeritus  
of Chemistry, 1959–2001

**Robert Hudspeth**, Professor Emeritus of  
English, 1987–2002

**Howard S. Hurlbut**, Professor Emeritus  
of English/Russian Studies, 1963–2001

**Jerome H. Johnson**, Professor Emeritus  
of Engineering, 1958–1977

**Harold D. Kirchner**, Professor Emeritus  
of Business Administration, 1954–1983

**William J. Klausner**, Professor Emeritus  
of Sociology, 1948–1979

**Paul Little**, Professor Emeritus of Theatre  
Arts, 1970–1986

**H. Peter Madler**, Professor Emeritus of  
European Studies and Resident Director  
of Salzburg Program, 1963–1965,  
1969–1999

**Irene Mathews**, Librarian Emerita,  
1970–1987

**William E. McDonald**, Professor Emeritus  
of English and Virginia C. Hunsaker  
Distinguished Teaching Chair,  
1969–2005

**Josette Melzer**, Professor Emerita  
of French, 1969–1993

**Leon F. Moburg**, Professor Emeritus  
of Art, 1958–1992

**Judith A. Morrison**, Professor Emerita of  
Communicative Disorders, 1981–2007

**Eugene Ouellette**, Professor Emeritus  
of Communicative Disorders, 1964–1997

**Yasuyuki Owada**, Professor Emeritus of  
Anthropology and Director of Johnston  
Center for Integrative Studies,  
1969–1999

**Barbara Pflanz**, Professor Emerita  
of German, 1964–2004

**Alexandra Pierce**, Professor Emerita  
of Music, 1968–2001

**Phillip R. Rehfeldt**, Professor Emeritus of  
Music, 1969–2004

**Larry Rider**, Professor Emeritus of  
Communicative Disorders, 1973–2004

**Rebecca Rio-Jelliffe**, Professor Emerita  
of English, 1958–1996

**Julian L. Roberts**, Professor Emeritus  
of Chemistry, 1961–1999

**C. Alton Robertson**, Associate Professor  
Emeritus of Liberal Studies, 1982–1999

**Mary E. Scherer**, Professor Emerita  
of Mathematics, 1985–2001

**Betti Sherman**, Professor Emerita  
of Physical Education, 1969–1981

**Gary H. Smith**, Professor Emeritus of  
Physical Education, 1971–2006

**Susan Sordon**, Professor Emerita of  
Communicative Disorders, 1970–2006

**Jean Swanson**, Librarian Emerita,  
1987–2007

**Robert Lee Stuart**, Professor Emeritus of  
English, 1969–2004

**Paul L. Taylor**, Professor Emeritus  
of Physical Education, 1959–1983

## Faculty Emeriti

---

**Iola T. Threatt**, Professor Emerita  
of Education, 1964–1982

**Dora Van Vranken**, Professor Emerita  
of German, 1965–1999

**Drage H. Watson**, Professor Emeritus  
of Education, 1973–1997

**Edward K. Williams**, Professor Emeritus  
of Liberal Studies, Alfred North  
Whitehead College, 1969–1989

**Donald F. Winter**, Professor Emeritus  
of Physics, 1986–1997

# Administrators

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## OFFICE OF THE PRESIDENT

**Stuart B. Dorsey**, President; B.S.B.A., University of South Dakota; M.A., Ph.D., Washington University in St. Louis

## OFFICE OF THE CHANCELLOR

**James R. Appleton**, Chancellor; A.B., Wheaton College, Illinois; M.A., Ph.D., Michigan State University

## ACADEMIC AFFAIRS

**Nancy E. Carrick**, Vice President for Academic Affairs; B.A., M.A., Ph.D., University of Arizona

**Jordan Henk**, Director, Redlands Institute; B.A., M.S., Pennsylvania State University

**Diana Sinton**, Director of Spatial Curriculum and Research; B.A., Middlebury College; M.S., Ph.D., Oregon State University

## College of Arts and Sciences

**Barbara J. Morris**, Interim Dean of the College of Arts and Sciences; B.A., San Diego State University; M.A., C.Phil., Ph.D., University of California, Santa Barbara

**Fredric E. Rabinowitz**, Assistant Dean of the College of Arts and Sciences; B.A., Ithaca College; M.A., Loyola University; Ph.D., University of Missouri, Columbia

**Andrew Glendening**, Director, School of Music; B.M., Oberlin College Conservatory of Music; M.M., D.M., Indiana University

**Barbara Murray**, Director of the Center for Science and Mathematics; B.A., M.A., M.S., Stephen F. Austin State University; Ph.D., University of Illinois, Urbana

**Greg Salyer**, Director of Johnston Center for Integrative Studies; B.A., King College; M.A. Western Kentucky University; Ph.D., Emory University

## School of Business

**Stuart Noble-Goodman**, Interim Dean of the School of Business; B.A., University of California, Berkeley; M.A., Ph.D., Duke University

**G. Keith Roberts**, Associate Dean of the School of Business; B.B.A., J.D., University of Oklahoma; M.S., University of Redlands; LL.M. George Washington University

**Monica Perry**, Assistant Dean of the School Business; B.S., College of William & Mary; M.B.A., The Pennsylvania State University, University Park; Ph.D., University of Maryland, College Park

**Ken Coleman**, Director, Orange County Campus; B.S.M., M.B.A., Pepperdine University

**Kimmi J. Grulke**, Director, Redlands Campus; B.S., M.A., University of Redlands

**Anita Oshaben**, Director, Ontario Campus; B.A., Mount Mercy College; M.A., University of Redlands

**Stacey Phillips**, Director, Los Angeles Campus; B.A., California State University, San Bernardino; M.A., University of Redlands

**Juli Roberts**, Director, Riverside Campus; B.S., M.S., University of Redlands

**Constance Rothmund**, Director, San Diego Campus; B.A., M.Ed., Smith College

**Tana Sanderson**, Director, Temecula Campus; B.A., M.S., San Diego State University

**Nancy Svenson**, Director of Enrollment and Operations; B.A., University of Pittsburgh; M.S.Ed., Duquesne University

**Cynthia Worthen**, Director, Burbank Campus; B.S., Southern Illinois University, Carbondale; M.P.A., Georgia College; Ed.D., University of La Verne

## School of Education

**Robert Denham**, Dean of the School of Education; B.A., M.A.T., University of Redlands; Ph.D., Claremont Graduate University

**Margo Drallos**, Director of Fieldwork Experiences, B.S., M.A., Eastern Michigan University

**Linda Hunt**, Credential Analyst

## Armacost Library

**Les Canterbury**, Interim Director; B.A., M.L.S., University of Arizona

## Registrar

**Charlotte M. Lucey**, Registrar; B.A., Holy Names College; M.A., University of Redlands

**Deborah DeLeon**, Associate Registrar; B.A., University of Redlands

**Kimberly Smith-Glover**, Associate Registrar; B.A., University of Nevada, Las Vegas; M.A., University of Redlands

**Teresa A. Area**, Johnston Registrar; B.S., Loyola Marymount University

**Richard M. Simpson**, Assistant Registrar; B.A., California Baptist University

## Admissions

### College of Arts and Sciences

**Paul M. Driscoll**, Dean of Admissions; B.A., Loyola University, Chicago; M.A., University of Redlands

**Keith Gissel**, Associate Dean of Admissions; B.A., M.A., University of Redlands

### School of Business

Manager of Enrollment Services;  
Appointment Pending

### School of Education

**Yvette Lane**, Admissions Counselor; B.A., University of Redlands

**Alaine VanVeldhuizen**, Admissions Counselor; B.A., Trinity Christian College

## ADMINISTRATION AND FINANCE

**Phillip L. Doolittle**, Executive Vice President and Senior Officer for Operations and Planning; B.A., University of Redlands; M.B.A., Willamette University

### Business and Finance

**Kathleen Wetherell**, Associate Vice President for Finance and Administration; B.Comm., University of Alberta

**Patricia M. Caudle**, Controller and Director of Financial Operations; B.A., California State University, Fullerton; M.A., University of Redlands

## Administrative Services

**Cory R. Nomura**, Director; B.S., California State University, Long Beach; M.B.A., University of Redlands

## Bookstore

**Mary Bowen**, Manager, Barnes & Noble College Bookstores

## Food Services

**Brett Martin**, General Manager, Bon Appétit Management Company

## Facilities Management

**Roger Cellini**, Interim Director

## Financial Aid

**Craig Slaughter**, Director; B.M., Eastman School of Music; M.S., Indiana University, Bloomington

## Human Resources

**Roberta Dellhime**, Director; B.A., M.P.A., University of Southern California

**Gail Oliveira**, Equal Employment Opportunity and Employee Relations Manager; B.A., Hunter College; M.A., Argosy University

## Information Technology Services

**Hamid Etesamnia**, Executive Director and Chief Information Officer; B.S., Arya-Mehr University; B.S., M.S., California State University, Long Beach

**Linda D. Spugnardi**, Director of Academic Computing and Instructional Technology Services; B.A., M.A., University of Michigan

## Public Safety

**Dan Shefchik**, Director; B.S., La Salle University

# Administrators

---

## STUDENT LIFE

**Charlotte Gaylord Burgess**, Vice President and Dean of Student Life; B.A., M.A., University of Redlands

**Ruben Robles**, Associate Dean of Student Life; B.S., University of California, Riverside; M.S., California State University, San Bernardino

**Valerie Sponheim**, Assistant Dean of Student Life; B.A., M.A., University of Redlands

## Athletics

**Jeff Martinez**, Director of Athletics and Physical Education; B.A., Utah State University; M.S., University of Arizona

**Rachel Roche**, Senior Woman Administrator and Assistant Director of Athletics-Sports Information; B.S., College of William and Mary; M.A., University of Redlands

## Chaplain

**John Walsh**, Chaplain; B.A., Southeast Missouri State University; M.Div., Pacific School of Religion, Berkeley; M.A. California State University, San Francisco; Th. M., Harvard Divinity School

## Community Service Learning

**Tony D. Mueller**, Director of Community Service Learning; B.S., Minnesota State University; M.A., University of Redlands

**Kathryn E. Wood**, Associate Director of Community Service Learning; B.A., Northern Arizona University; M.A., University of Redlands

## Health Services

**Kathleen Brown**, Director; B.S.N., California State University, Long Beach; M.S.N./F.N.P., Loma Linda University

## Hospitality Services

**Sonja Hyde**, Director of Hospitality Services; B.S., University of Redlands

## Diversity Affairs

**Leela MadhavaRau**, Assistant Dean of Student Life and Director of Diversity

Affairs; B.A., McGill University, Montreal, Canada; M. Phil., University of Cambridge

**Raja Gopal Bhattar**, Assistant Director of Diversity Affairs; B.A., Boston University; M.Ed., University of Vermont

## Residence Life

**Kristen McPeak**, Director of Residence Life; B.S.E., M.Ed., University of Arkansas

**Jason Andrews**, Director of Housing and Conduct; B.A., San Diego State University; M.S., California State University, Northridge

## Student Leadership and Involvement

**Iaria Pesco**, Director of Student Leadership and Involvement; B.A., M.A., University of Redlands

**Andrea Gordon**, Assistant Director of Student Leadership and Involvement; B.A., University of Redlands

**Jessie Stapleton**, Assistant Director of Student Leadership and Involvement; B.F.A., Northern Michigan University; M.A., University of Wisconsin, La Crosse

## Student Services

**Jennifer Ostermiller**, Director of Academic Support Services; B.S., M.Ed., University of Vermont

**Jeannie Serbein**, Director of Student Employment

**Amy Wilms**, Director of Career Development; B.A., Grove City College; M.Ed., University of Maryland, College Park

**Matt Gragg**, Assistant Director of Counseling; B.A., University of California, Los Angeles; M.S., California State University, Northridge

**Tami Lorraine Young**, Assistant Director of Counseling; B.A., California Baptist University; M.S., Ph.D., Loma Linda University; M.S., California State University, Fullerton

## **UNIVERSITY RELATIONS**

**Neil Macready**, Vice President for University Relations; B.A., University of Southern California; M.S., University of Massachusetts

## **Advancement Services**

**Sue Gilleland**, Director of Advancement Services; B.A., University of Redlands

## **Alumni Relations**

**Sharilyn Bailey**, Director of Alumni Relations; B.A., University of Redlands

## **Development**

Associate Vice President for Development;  
Appointment Pending

## **Public Relations and Communications**

Director; Appointment Pending

# Board of Trustees

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**Julie B. Michaels**, Intervention Teacher, Highland

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**Robert C. Oda**, Manager, Regional Development and Planning, Kamehameha Schools, Honolulu, HI

**Stephen E. Olson**, Chairman, The Olson Company, Seal Beach

**Chris D. Poland**, Chairman, President and CEO, Degenkolb Engineers, San Francisco

**Darren S. Rose**, Partner, Rose & Tuck LLC, Marlborough, MA

**Roger V. Salazar**, Acosta/Salazar LLC, Sacramento

**Catherine L. Schilling**, Adapted P.E. Specialist, Rialto Unified School District, Rialto

**H. Jess Senecal**, Senior Partner, Lagerlof Senecal Bradley Gosney & Kruse, Pasadena

**Linda Nelson Simms**, Retired, Sales Associate/Realtor, Realty Executives, Encinitas

**N. Anthony Taylor**, Retired, IBM Corporation, Mammoth Lakes

**Ronald C. Troupe**, Retired, Los Angeles Branch Manager, Unisys Corporation, Los Angeles

**Stanley C. Weisser**, Retired, CEO and President, Network Pharmaceuticals, Inc., Redlands

**Robert G. Wiens**, Retired, CEO Redlands Federal Bank, Redlands

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**Charlotte G. Burgess**, Vice President and Dean of Student Life

**Nancy E. Carrick**, Vice President for Academic Affairs

**Phillip L. Doolittle**, Executive Vice President/COO and Chief Financial Officer

**Stuart Dorsey**, President of the University

**Neil A. Macready**, Vice President for University Relations

\* Board Officers



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**William J. Moore**, Napa

**Robert S. Putnam**, Palos Verdes Estates

**Ann Shaw**, L.H.D., Los Angeles

**John H. Townsend**, D.D., Los Angeles

## **Legal Counsel**

**McPeters, McAlearney, Shimoff & Hatt**,  
Redlands

# Legal Statements

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## ACCREDITATION

The University of Redlands is accredited by the Western Association of Schools and Colleges and has, in addition, programmatic accreditation by the National Association of Schools of Music, the American Speech-Language-Hearing Association, and the American Chemical Society. The University is accredited by the California Commission on Teacher Credentialing. For more information on the Western Association of Schools and Colleges, please contact WASC 985 Atlantic Avenue Suite 100 Alameda, CA 94501; (510) 748-9001.

## STATEMENT REGARDING CHANGES

The University generally reserves the right to modify, delete, or supplement the terms, provisions, or policies set forth or referred to in this Catalog.

## FACILITIES AND SERVICES FOR DISABLED STUDENTS

The University has taken action to ensure that its educational program is accessible to disabled students.

Ramps in parking lots and buildings permit general mobility of disabled students on campus, and easily accessible parking spaces are reserved for disabled students.

Classes will be scheduled to provide disabled students the same opportunity as other students to choose from the wide variety of classes offered. Reasonable accommodations for quizzes, examinations, and other course evaluations are available to students who have sensory, manual, or speaking disabilities. Disabled students may use electronic aids in classrooms and/or guide dogs in campus buildings. The University makes housing available to disabled students that is convenient, accessible, comparable to, and integrated with other student housing.

The Armacost Library and all student services are fully accessible. When no direct access to wheelchairs is available, Office of Financial Aid personnel and all other administrative offices arrange to meet with differ-

ently abled students at readily accessible locations on campus.

The University has a general policy prohibiting discrimination on the basis of disability, thus ensuring full participation of disabled students in all campus activities, including extracurricular activities. This includes membership in fraternities and sororities.

## NOTICE OF NON-DISCRIMINATION

The University is committed to the position that all students, faculty, employees, and applicants shall receive equal consideration and treatment. All student, faculty, and staff recruitment is on the basis of the qualifications of the individual for the positions being filled regardless of race, color, religion, national origin, age, sex, marital status, sexual orientation, non-disqualifying disability, or whether the individual is a disabled veteran or a veteran of the Vietnam Era.

The University fully conforms to state and federal laws and regulations such as Executive Order 11246 as amended, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, as well as the Americans with Disabilities Act of 1990 (ADA), and regulations issued thereunder, which bar discrimination on the basis of race, color, religion, national origin, age, sex, marital status, non-disqualifying disability, or status as a disabled veteran or a veteran of the Vietnam Era.

Under the American with Disabilities Act (ADA), the University will make reasonable accommodations on an individual basis for the known physical and mental limitations of a qualified individual with a disability, unless the provision of such an accommodation imposes an undue hardship on the University, all as defined in the ADA and its regulations.

The University of Redlands has been and remains committed to acting affirmatively to ensure equal opportunity. The objective of the Equal Opportunity Program is, wherever

possible, to recruit actively and include for consideration for employment and as prospective students, members of minority groups, females, veterans, and the disabled. All decisions on employment and promotions must be made solely on the individual's merits and qualifications as compared with bona fide occupational requirements, which take into account any reasonable adjustments for the job in question.

Personnel actions are analyzed to ensure the adherence of the policies described above. Regular reports are prepared for review of compliance.

Inquiries concerning the application of University policies or federal and state laws and regulations described above should be made to the Human Resources/Equal Opportunity Office (909-748-8040).

University of Redlands  
P.O. Box 3080  
Redlands, CA 92373-0999  
FAX: (909) 335-5154

## **STUDENT RIGHT-TO-KNOW ACT**

Information on the University of Redlands graduation and retention rates, disclosed in compliance with the Student Right-to-Know Act, Public Law 101-542, as amended, may be obtained by writing to the Office of the Registrar, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999.

The University of Redlands undergraduate degree programs are normally completed in four years. The University of Redlands offers no athletically related financial aid.

## **JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT**

In response to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Education (DOE) requires that all eligible institutions participating in any program under section 485(f) of the Higher Education Act must prepare, publish, and distribute, through appropriate publications and mailings, to all

current students and employees, and to any applicant for enrollment or employment, upon request an annual security report. In support of this, the University Public Safety Office publishes an annual security report that includes all reportable crime statistics and campus security policies. All notices and disclosures for the annual security report are sent to all enrolled or prospective students, and current or prospective employees of the University. The annual security report is also made available to students and employees from the offices of Public Safety, Student Life, Human Resources, Financial Aid, and Admissions. The crime statistics provided cover the most recent calendar year, along with the two preceding years.

Additional information concerning the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act can be obtained by contacting the University of Redlands Public Safety Office, (909) 748-8888. Access to the reportable crime statistics and campus security policies can also be obtained on the University website.

## **CAMPUS SEX CRIMES PREVENTION ACT DISCLOSURE**

In response to the federal Campus Sex Crimes Prevention Act, public information regarding sex offenders in California is authorized under section 170101 (j), of the Violent Crime Control and Law Enforcement Act of 1994 [42 U.S.C. 14071 (j)], and may be obtained by viewing the Megan's Law CDROM at the Redlands Police Department or San Bernardino County Sheriff's Department.

## **NOTICE OF EQUITY IN ATHLETICS**

In accordance with the requirements of the Equity in Athletics Disclosure Act, the University of Redlands has prepared an annual report on its intercollegiate men's and women's athletic program participation rates and financial support data. The report is on file with and may be obtained by any student, prospective student, or member of the public from the Office of the Athletic Director and the Office of the Registrar.

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# Communication with the University

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## General information address:

1200 E. Colton Ave., P.O. Box 3080  
Redlands, California 92373-0999

Telephone number:

## Visit the University Website at:

[www.redlands.edu](http://www.redlands.edu)

(909) 793-2121

## University-wide Offices

Academic Affairs	(909) 748-8072
Academic Computing	(909) 748-8965
Alumni Relations	(909) 748-8011
Armacost Library	(909) 748-8022
Financial Aid	(909) 748-8047
Gifts to the University	(909) 748-8050
Housing, Student Life	(909) 748-8538
President's Office	(909) 748-8390
Public Events, Use of Facilities	(909) 748-8050
Public Relations	(909) 748-8070
Public Safety, Parking	(909) 748-8888
Registrar's Office	(909) 748-8019

## College of Arts and Sciences

Academic Programs—Dean's Office	(909) 748-8359
Admissions Advising and Processing (Undergraduate only)	(909) 748-8074
Admissions and Financial Aid (Undergraduate only)	(800) 455-5064
Graduate Admissions	
Communicative Disorders	(909) 748-8061
Music	(909) 748-8700

## School of Business

Academic Programs—Dean's Office	(909) 748-8041
Admissions Processing	(909) 847-8758
Assessment Center	(909) 335-5233
Electives for Business	(909) 748-8751
Student Accounts	(909) 748-8177
Pre-admission counseling	
Inland Empire	
Redlands (and Rancho Mirage)	(909) 748-8060
Riverside	(951) 782-7995
Rancho Cucamonga	(909) 989-7656
Los Angeles (Torrance and Burbank)	(310) 523-2727
Orange County	(714) 549-2006
San Diego (and Temecula)	(619) 284-9292

## School of Education

Academic Programs—Dean's Office	(909) 748-8791
Admissions Processing	(909) 748-8808
Student Accounts	(909) 748-8177



Office of Admissions  
1200 East Colton Avenue  
PO Box 3080  
Redlands CA 92373-0999